FAMILY WORSHIP
WITH PRESCHOOLERS

A Seminar for Parents

TITLE PAGE

Title:	FAMILY WORSHIP WITH PRESCHOOLERS
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FAMILY WORSHIP WITH PRESCHOOLERS

A Seminar Developed by Judy Dunn

Getting an Early Start

Have you ever watched first-time parents cuddle their own wrinkled, squirming baby for the first time? Emotions of joy, relief, and anticipation jumble together as they gaze at the tiny creation who has entered their world. Nothing is too good for this little one, and the new parents solemnly promise to do everything "right."

Often a spiritual awakening sparks in one or both parents at this time. With the spiritual awakening comes a desire to lead the child into some type of religious experience. Individuals who have strayed from the Lord often return to Him with a determination to rear their new arrival "in the church."

Many parents want to bring their very young children to Jesus but they may feel a need for practical help. Time demands, a lack of knowledge, or unrealistic expectations may disappoint the new parents in their first attempts. "I'll wait until our baby is older," they sigh. Sometimes discouragement comes, making the parents feel it just isn't worth the effort.

Nothing could be farther from the truth. These first few years are more important than any that will follow. Take a moment to consider this special counsel:

> The lessons learned, the habits formed, during the years of infancy and childhood have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years (Ellen G. White, *Child Guidance*, p. 184).

We may be assured that taking the time to train our young children will bring gratifying results. As we follow God's directions, He is a co-worker with us. What an honor!

Help on the Way

The purpose of this four-part seminar is to bring encouragement, creative guidance, and fellowship to parents who are dedicated to spiritually nurturing their little ones and who wish to fulfill part of this commitment by conducting daily family devotional times. The specific goals of this seminar are to:

1. Help parents identify the mental, physical, social, emotional, and spiritual growth patterns of their preschool children and plan family worships accordingly.
2. Give exposure to creative resources to use in making the family worship experience fun and inspiring.

3. Provide an opportunity for interchange of ideas and fellowship with others who care for young children.
4. Emphasize the importance of parental modeling.
5. Show ways to communicate God's unconditional love to young children through the worship experience.
6. Demonstrate the use of music, nature objects, felts, and creative art work with preschoolers to enhance the family devotional times.

Each session of the seminar deals with one or more of these specific goals. "Mini-talks," demonstrations, group activities, discussion, and modeling will keep the seminar participants interested and involved.

Going for the Goals

For whom? The seminar is especially for spiritually motivated parents of children between the ages of birth and 5 years. It need not be limited to Seventh-day Adventists. Any parents who have a deep desire to lead their children to Christ may feel welcome. The seminar could be considered an entry event or a follow-up program (to a Vacation Bible School, for example). It could be used as an evangelistic tool in communities that sponsor Christian preschool programs.

How? Generally a Family Worship with Preschoolers seminar should be coordinated by the Family Life Council of the local church. If no such committee exists, an interested individual or group of parents could initiate the program. The seminar maybe simple or elaborate, depending on the needs of the church. One person may shoulder the entire responsibility or the whole church can share in the involvement. An interested family or a small group of parents might even choose to study the materials on their own.

When? Each of the four seminar sessions is about 1 to 1 1/2 hours in length with a 1/2 to 1 hour optional laboratory experience in addition. These sessions can be combined,lengthened, or shortened to meet the expectations of the local church. The programs should be planned for a time that fits the needs of the target group (preschool parents). Some suggestions include:

- once-a-week evening study groups
- weekend seminar
- special Sabbath School features
- condensed Sabbath afternoon seminar

It is important to pick a time that makes child-care scheduling the easiest for the majority of parents.

Where? The church, church school, a home, or a retreat setting are all suitable places to conduct the seminar. Whatever facility is chosen, immediate access to child care in a room close by is essential, especially when infants are being cared for.

How much? Anticipated costs for the seminar might include copying fees, folders to keep handouts, laboratory materials, child-care expenses, and miscellaneous registration and secretarial items. Naturally the costs will depend on how many people attend and how elaborate one wishes to make the seminar. (The entire seminar could cost less than $10.00 or more than $100.00.) Some churches

have reserved part of the local combined budget for family life activities. If this is not the case in your church, each participating family could contribute $2.00-$5.00 to help cover costs. Often a seminar is better attended and appreciated if participants pay a small fee.

Hints for the Family Life Coordinator

Your first responsibility in launching this seminar would be to bring your request before the church board for approval. The more individuals you can involve in the presentations, publicity, and group activities the greater will be the level of total participation by the church. A number of personnel might be used effectively. Consider the following possible job descriptions.

- Family Worship With Preschoolers Seminar Coordinator
  1. Works closely with the Family Life Council in establishing budget, dates, place, time, and helpers for the seminar.
  2. Calls all meetings concerning the worship seminar and encourages helpers to complete delegated responsibilities.
  3. Arranges all publicity.
  4. Hosts the seminar, introduces the presenters, and makes sure the program materials are available and the room is in order.
  5. Straightens the room at the close of the meeting.

- Presenter(s)
  1. Gives the main presentations in the seminar.
  2. Initiates discussion, demonstrates resources, and shares personal experiences.

One, two, or four couples may be chosen to make the presentations. The activities and talks in each session may be divided as desired.

- Child-care Coordinator
  1. Arranges for one person for every five preschool children, or one person for every two or three babies (minimum is two people per session).
  2. Supplies toys and programming for the children.
  3. Straightens the playroom after the meeting.

- Group Discussion Leader(s)
  1. Takes charge of a small group and leads the discussion any time the larger group splits.
  2. Shares personal experiences and makes others feel accepted and comfortable.

- Secretary
  1. Makes a list of all prospective participants, addresses, phone numbers.
  2. Sends and collects registration forms, keeps a list of children needing child care.
  3. Copies all handouts, prepares folders, sharpens pencils, etc.

4. Collects registration fees, prepares name tags, passes out folders opening night.

The Secret of Success

Careful planning is essential for a large-scale program. Each person involved should be well briefed on his/her responsibilities and when they should be accomplished. The checklist to follow will give everyone an idea of what needs to be done before the seminar begins.

Preparation Countdown Checklist

		Person(s) responsible	Check when completed
8 weeks	Family Life Council presents program to church board, establishes budget, chooses dates, time, place, target audience and a coordinator for seminar.	_____	☐
6 weeks	Coordinator chooses and meets with those who will be helping, discusses responsibilities and gives job descriptions.	_____	☐
5 weeks	Put announcement in the church bulletin.	_____	☐
	Make a list of all prospective parents, addresses, phone numbers.	_____	☐
4 weeks	Insert second announcement in bulletin (flyer with more detail).	_____	☐
	Display an attractive poster in the church lobby.	_____	☐
	Send personal letters with registration forms to members and non-member who may be part of your target audience.	_____	☐
2 weeks	Phone target audience.	_____	☐
	Arrange for child care.	_____	☐
	Continue to collect registration forms.	_____	☐
	Meet with all helpers to finalize on responsibilities.	_____	☐
1 week	Copy all handouts and prepare folders for opening night.	_____	☐

		Person(s) responsible	Check when completed
1 week *(cont.)*	Arrange for overhead projector and screen.	_____	☐
	Practice and put finishing touches on presentations.	_____	☐
	Purchase name tags.	_____	☐
Opening night	Presenters should arrive 1/2 hour early.	_____	☐
	Set up projector and screen.	_____	☐
	Be sure child-care personnel are ready for children.	_____	☐
	Hand out folders and name tags.	_____	☐

Confidential to Presenters

As you read over the introductory materials you might wonder, "Am I really qualified to lead this seminar? I struggle with my own problems! How can I teach others?"

It is only natural to feel a bit apprehensive about presenting subjects that deal with one of the most sensitive areas of life, our own families. But most parents don't expect "perfect" program presenters. (There aren't any!) Parents want to share with fellow-travelers who have made progress on the road toward reaching the spiritual goals set for their families. As you begin seriously preparing for this seminar ask yourself these questions:

- Do I have a *growing* personal relationship with the Lord?
- Have I recently led a young child to Jesus?
- Do I enjoy sharing good news with others?
- Am I real? Do I feel comfortable sharing experiences of failure and forgiveness along with victory?
- Am I willing to commit the necessary *time* to make this seminar a success?

If you answer "yes" to most of these questions, consider yourself "qualified" to lead in this seminar. You may have a Ph.D. in a branch of early childhood development or you may be a first-time parent. No matter what your level of experience, God has a special blessing for you and the others in your group as you depend on Him and dig into His Word. Why not stop now for a moment to pray for His guidance and make this promise your own?

> When Christ is in the heart, He is brought into the family. The father and mother feel the importance of living in obedience to the Holy Spirit so that the heavenly angels, who minister to those who shall be heirs of salvation, will minister to them as teachers in the home, educating and training them for the work of teaching their children. In the home it is possible to have a little church which will honor and glorify the Redeemer (Ellen G. White, *The Adventist Home,* p. 323).

FAMILY WORSHIP WITH PRESCHOOLERS

Seminar Overview

Session 1, Never Too Young

Developmental characteristics of infants 0-6 months.
What makes a preschool family worship special?
The importance of the senses in spiritual development.
Suggested music for the young child.

Laboratory: Plan a worship for an infant.

Session 2, The Great Imitators

Developmental characteristics of infants 6-18 months.
Hints on choosing books for the very young.
The importance of parental modeling.
Storytelling with felts.

Laboratory: Make a felt worship book.

Session 3, Messy Mitts and Happy Hearts

Developmental characteristics of toddlers 18-36 months.
Structuring imaginative play in family worship.
Spiritual lessons from creative art projects.

Laboratory: Make salt and flour dough.

Session 4, Back to Nature

Developmental characteristics of preschoolers 3-5 years.
Using games and puzzles in family worship.
Service projects for little ones.
10 nature family worship ideas.

Laboratory: Create seed pictures.

SESSION ONE

NEVER TOO YOUNG

Preparation

Before launching any program it is important to know what you, the presenter, hope to accomplish. The objectives should be met somewhere in the mini-talks, discussion, demonstration, transparencies, activities, or laboratory work. It will be helpful to skim over Session 1 to see where and how each objective will be covered.

After completing Session 1, "Never Too Young," the participants will be able to:

1. Write a rationale for conducting family worship with preschool children.
2. List the components of a "successful" preschool family worship.
3. Describe the motor, mental, social, and emotional traits of infants ages birth-6 months.
4. Explain the role of the senses in the family worship experience of an infant.
5. Tell about the importance of music in the early childhood worship experience.
6. Share one special promise from God supporting the family worship experience for the very young.
7. Plan and conduct a family worship which will include a baby up to six months of age.

Materials Needed

- Overhead projector
- Transparencies

  #1 "The Worship Rock"
  #2 Quotation—*Child Guidance*, p. 93
  #3, #3a "Developmental Chart With Worship Activities—1, 2"
  #4 Quotation —*Child Guidance*, p. 184

- Paper
- Pencils

- Copies of handouts

  #1 "The Whys and Whats of Worship"
  #2 Worship Songs—"God Gave Me Eyes," "I Love Him"
  #3 "How Much Do You Know About Babies?"
  #4 "Developmental Chart, Birth-6 Months"
  #5 "Family Worship Planning Sheet"
  #6 "Worship Resources, Birth-6 Months"
  #7 "Words of Encouragement, Birth-6 Months"

- Pocket folders
- Plastic rose, bell, banana, stuffed kitten
- Items to demonstrate in the sensory experience

  "What Does God Smell Like?" (See mini-talk for details.)

Advance Preparation Checklist

_____ Collect materials needed.

_____ Copy handouts.

_____ Review mini-talks.

_____ Arrange notes and transparencies in order.

_____ Pray for the Holy Spirit's guidance.

Outline

5 minutes — **Introduction.** Opening prayer. Launch seminar with Transparency #1—"The Worship Rock." Read the quotation from Ellen G.White, *Child Guidance*, p. 93 (Transparency #2). Emphasize that it is *never* too early to begin worship! Point out the large picture of Jesus in Transparency #1. Ask the question, "What does this picture say about family worship?"

10 minutes — **"The Whys and Whats of Worship."** This part will involve a discussion of the importance of beginning family worship at an early age. First distribute the worksheet (Handout #1) and give 5 minutes for couples (or small groups) to write down their ideas. Spend time sharing ideas and discussing. Emphasize the quotations and use the Presenter's Key to make several important points if not brought out in the discussion.

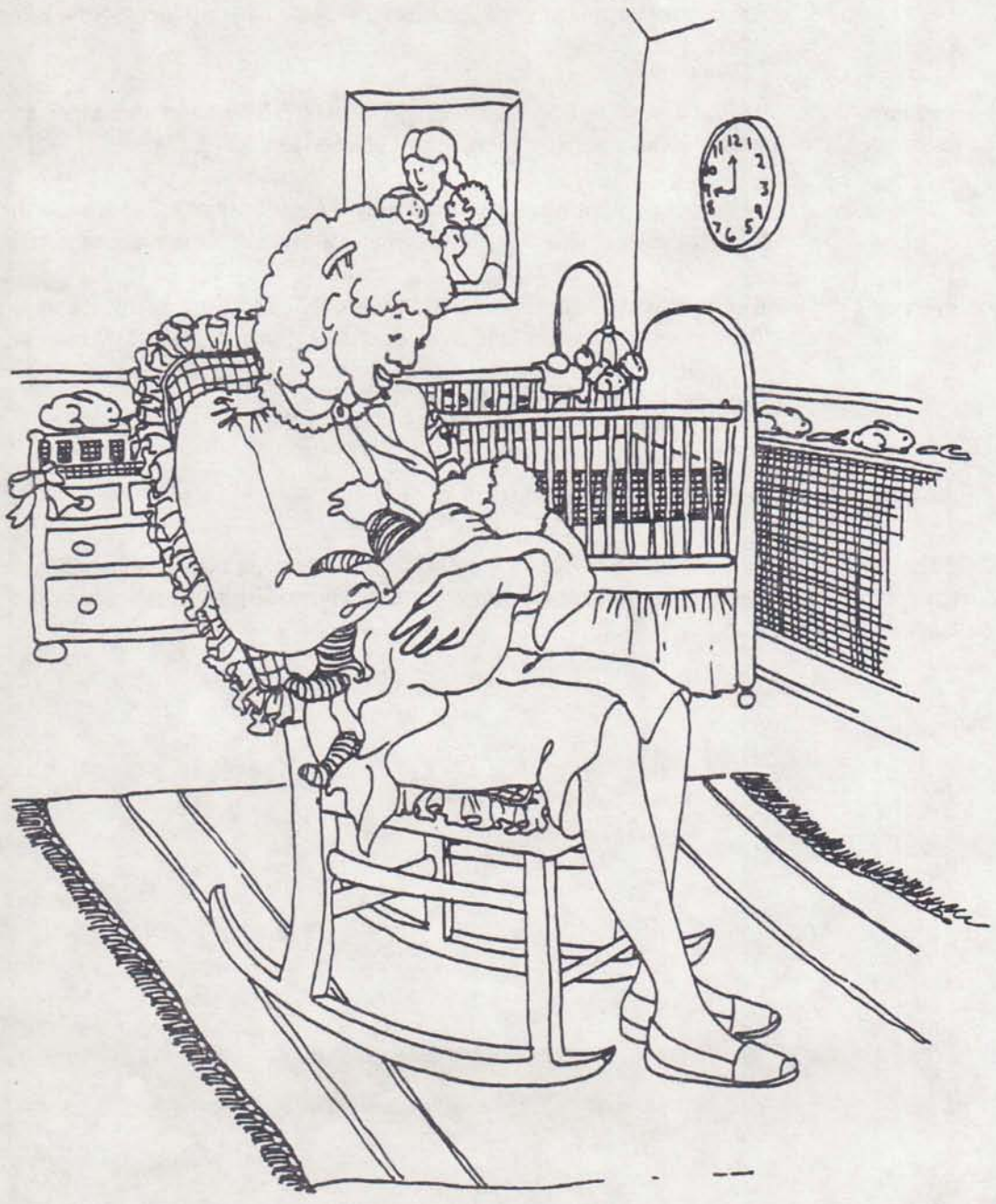
10 minutes — **"Sing It Again**170 mini-talk. Practical guidance for choosing preschool music for worship. See text p. 16. Use Handout #2 for illustration and discussion.

20 minutes — **"How Much Do You Know About Babies?** 170 quiz. Pass out the quizzes (Handout #3). By couples or in small groups mark the answers. A Presenter's

	Answer Key for Handout #3 is included. As you then cover developmental characteristics birth-6 months (using Transparencies #3, #3a and Handout #4), discuss the answers. When sharing the material on Transparencies #3, #3a, invite discussion and sharing, especially regular worship ideas. Now is the time to answer questions, give help and share suggestions.
15 minutes	**"What Does God Smell Like?"** mini-talk. This shows the importance of the senses in the worship experience of infants. See text p. 24.
15-30 minutes (optional)	**Laboratory: Planning a family worship.** Use Handout #5. Invite the parents to plan an actual worship for their own family. Let them share when finished.
5 minutes	**Commitment.** Distribute Handouts #6, #7. Close by using the quotation on Transparency #4 from *Child Guidance*, p. 184 by Ellen G. White. Ask, "Will you give your best time and thought to helping your children grow spiritually?" Dismiss with prayer.

Looking Ahead to the Next Session

The lab project for Session 2 requires the purchase of felt worship book materials and/or kits for participants. Take orders and/or make provisions for those who wish to participate in this activity. (See Session 2, Advance Preparation Checklist.)



The Worship Rock

Mothers should educate their babies in their arms after correct principles and habits. . . . Commence with the songs of Bethlehem. These soft tunes will have a quieting influence. Sing them these subdued tunes in regard to Christ and His love.

Ellen G. White, *Child Guidance*, p. 93.

The Whys and Whats of Worship

A. Why is it important to begin family worship at an early age? What are the benefits?

1.

2.

3.

4.

5.

6.

7.

"The mother's work begins when her child is a babe in her arms, and she should realize that heaven is looking upon her with intense interest, ready to co-operate with her efforts to rear her children for God" (Ellen G. White, *Early Childhood Education*, p. 49).

B. What are the characteristics of a family worship planned especially for the preschool child?

1.

2.

3.

4.

5.

6.

7.

"Parents should seek to comprehend the fact that they are to train their children for the courts of God. When they are entrusted with children, it is the same as though Christ placed them in their arms and said, 'Train these children for Me, that they may shine in the courts of God.' One of the first sounds that should attract their attention is the name of Jesus, and in their earliest years they should be led to the footstool of prayer. . . . Their minds should be filled with stories of the life of the Lord, and their imaginations encouraged in picturing the glories of the world to come" (Ellen G. White, *Child Guidance*, p. 488).

The Whys and Whats of Worship Worksheet

Presenter's Key and Points to Emphasize

Instructions: Hand out the worksheet (Handout #1) and give 5 minutes for couples (or small groups) to write down their ideas. Spend time sharing ideas and discussing. Emphasize the quotations.

A. Why is it important to begin family worship at an early age? What are the benefits? (You will want to make the following points if not brought out in the group discussion.)

1. Enhances family closeness.
2. Provides early character instruction.
3. Teaches reverence and respect, preparation for Sabbath School/Church worship service.
4. Invites God's presence in the home.
5. Asks for protection of angels.
6. Teaches youngsters *how* to pray.
7. Encourages early association of *fun* times with *spiritual* times.

"The mother's work begins when her child is a babe in her arms, and she should realize that heaven is looking upon her with intense interest, ready to co-operate with her efforts to rear her children for God" (Ellen G. White, *Early Childhood Education*, p. 49).

B. What are the characteristics of a family worship planned especially for the preschool child? (Ask participants to give some practical examples.)

1. Very short (1-5 minutes).
2. Active, moving, child-centered.
3. Simple, with repetition.
4. Prayer instruction.
5. Regular, consistent timing.
6. Happy, loving environment.
7. Musical.

"Parents should seek to comprehend the fact that they are to train their children for the courts of God. When they are entrusted with children, it is the same as though Christ placed them in their arms and said, 'Train these children for Me, that they may shine in the courts of God.' One of the first sounds that should attract their attention is the name of Jesus, and in their earliest years they should be led to the footstool of prayer. . . . Their minds should be filled with stories of the life of the Lord, and their imaginations encouraged in picturing the glories of the world to come" (Ellen G. White, *Child Guidance*, p. 488).

Sing It Again

10-Minute Mini-talk

Let's take some time now to talk about the role music plays in the family worship experience of the very young child. Have you ever wondered why some songs seem to capture and hold the attention of even an infant? Worship songs which appeal most to little ones will have a *simple, uncluttered melody line.* This easy-to-learn melody may be repeated over and over. Young children love *repetition* and soon learn to anticipate the words, even if they do not yet speak or sing. Many of the words in the song should come from the daily experience and must be *concrete* and *understandable.* Throughout the day familiar objects will bring the words and lessons taught in the song back to mind and the spiritual lesson will be reinforced.

Each song should have a *Christ-centered* theme. Your family might sing about the lovely flowers and swaying trees daily, but unless Jesus is shown to be the One who made these things, little spiritual insight is gained. Jesus loves me. Jesus helps me. Jesus made me. Jesus keeps me safe. Let Jesus be the theme in all of your worship music!

Be creative. It's fun to compose songs especially for your children, adding their own names. You can adapt "Sabbath" songs to "worship" songs. You can make up verses to fit special lessons you are trying to teach your little one. At this age, your child doesn't care if you sing perfectly in tune or keep the timing exactly right, he/she just loves to hear your voice! If you feel totally incapable of singing, tapes and records are available, but this will never take the place of Mom and Dad singing along.

Another way to delight your young ones with worship music is to add motions, clapping, marching, or rhythm instruments. The more action in the song, the more it will keep the young child's attention and reinforce the spiritual lessons. (Remember, use the senses!)

You will want to drop in and visit the Cradle Roll Sabbath School and listen for the songs being taught there. It can be an excellent reinforcement to sing these songs during your family worship through the week.

Now let's put into practice some of the things we have learned about music for preschool family worship. We'll look at one song from *Sabbath School Songs for Tiny Tots* and evaluate it's usefulness for family worship, keeping in mind the points stated above:

1. Short.

2. Simple melody.

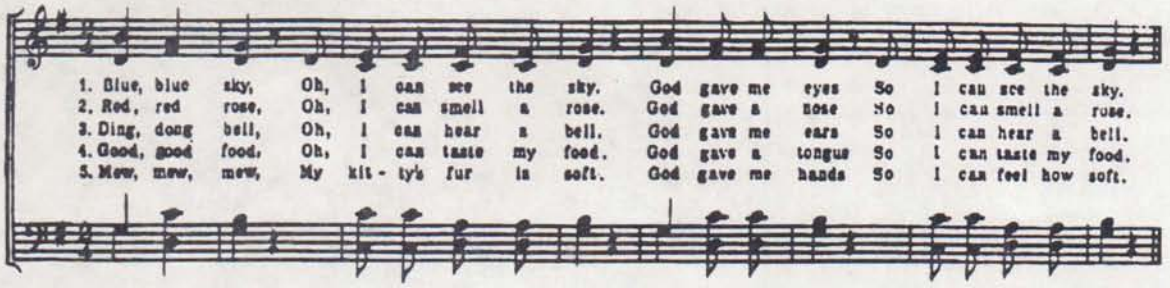
3. Concrete, understandable.

4. Repetitious.

5. Christ-centered.

6. Active.

Use Handout #2 with the song "I Love Him." Invite discussion of the main points. Encourage the participants to share other acceptable songs.

God Gave Me Eyes

1. Blue, blue sky, Oh, I can see the sky. God gave me eyes So I can see the sky.
2. Red, red rose, Oh, I can smell a rose. God gave a nose So I can smell a rose.
3. Ding, dong bell, Oh, I can hear a bell. God gave me ears So I can hear a bell.
4. Good, good food, Oh, I can taste my food. God gave a tongue So I can taste my food.
5. Mew, mew, mew, My kit - ty's fur is soft. God gave me hands So I can feel how soft.

"God Gave Me Eyes" by M. Crain McNeil. Copyright ©1953 by Judson Press.
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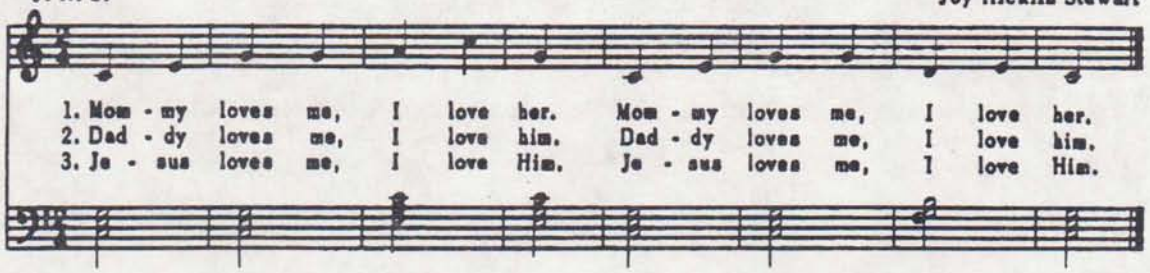
I Love Him

J. H. S. Joy Hicklin Stewart

1. Mom - my loves me, I love her. Mom - my loves me, I love her.
2. Dad - dy loves me, I love him. Dad - dy loves me, I love him.
3. Je - sus loves me, I love Him. Je - sus loves me, I love Him.

Prayer verses: 4. Jesus helps me when I pray; Jesus helps me every day.
5. Jesus helps me to obey; Jesus helps me to obey.
6. Jesus helps me to be kind; Jesus helps me to be kind.
7. Repeat verse 4.

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Handout #2

How Much Do You Know About Babies?

T or F

1. Newborns prefer a low-pitched voice. ____
2. A newborn boy cannot focus his eyes. ____
3. Breast-feeding is the best feeding. ____
4. A 2-month-old baby may recognize his/her parents' voice. ____
5. Objects are preferred to people by 2-month-old infants. ____
6. Sitting supported is easily accomplished by a 4-month-old infant. ____
7. Few emotions are expressed by a 6-month-old baby. ____
8. A 6-month-old baby girl may recognize herself in a mirror. ____
9. Parents should not begin "reading" to their children before 6 months of age. ____
10. A family worship emphasis with an infant younger than 6 months is pointless. ____

How Much Do You Know About Babies?

Presenter's Answer Key
(Explanatory notes for you as a leader are in italics.)

	T or F
1. Newborns prefer a low-pitched voice. *(High)*	F
2. A newborn boy cannot focus his eyes. *(A newborn boy or girl cannot focus on distant items, but can on close objects.)*	T or F
3. Breast-feeding is the best feeding.	T
4. A 2-month-old baby may recognize his/her parents' voice.	T
5. Objects are preferred to people by 2-month-old infants.	F
6. Sitting supported is easily accomplished by a 4-month-old infant.	T
7. Few emotions are expressed by a 6-month-old baby. *(Many)*	F
8. A 6-month-old baby girl may recognize herself in a mirror.	T
9. Parents should not begin "reading" to their children before 6 months of age. *(A 4 or 5 month baby may enjoy looking at pictures while a parent points at pictures.)*	F
10. A family worship emphasis with an infant younger than 6 months is pointless. *(Begin at birth!)*	F

Developmental Chart With Worship Activities 1

DEVELOPMENTAL CHARACTERSITICS

Newborn

Sensitive to light and sound.

Reflexes control most body movements.

Will become alert to faces and voices and try to focus eyes on objects held close.

2 Months

Fixes eyes on parent in response to a smile.

Visually follows a moving object from side to center of body.

Shows more regularity in eating and sleeping.

Can "sit" supported for short time.

May recognize parents' voices.

WORSHIP SUGGESTIONS

Newborn

Daily dedicate your baby to God.

During a scheduled morning feeding sing high-pitched soft Jesus-lullabies.

Smile and encourage eye contact.

2 Months

Hang a large picture of Jesus on a wall near a crib or changing table.

Hang an animal mobile over the crib.

Play soothing records or tapes.

Developmental Chart With Worship Activities 2

FWWP Transparency #3a

DEVELOPMENTAL CHARACTERISTICS

4 Months

Can sit supported for 10-15 minutes.

Pulls dangling objects toward him/her.

Begins to distinguish self from outer world.

Vocalizes to show moods and initiate social interaction.

Begins to see cause and effect.

May smile at mirror image.

6 Months

Reaches for everything he/she sees.

May sit for half an hour propped in a chair or jumper-seat.

Likes to create changes in perspective.

Imitates facial expressions.

Grunts, growls, squeals, coos.

Understands name.

WORSHIP SUGGESTIONS

4 Months

Large mirror with picture of Jesus on opposite side "Jesus loves baby."

Bells, rattles.

Plastic fruit, flowers, objects to hold and manipulate during song-time.

6 Months

Stuffed animals.

Board books, peek-a-boo books, squeeze books.

Finger plays.

Conversations, "Who made the kitten? Yes, Jesus did!" (Give bably time to respond with babbling consonant sounds.)

Developmental Chart With Worship Activities, Birth - 6 months

Developmental Characteristics	Worship Suggestions
Newborn	**Newborn**
Sensitive to light and sound. Reflexes control most body movements. Will become alert to faces and voices and try to focus eyes on objects held close.	Daily dedicate your baby to God. During a scheduled morning feeding sing high-pitched soft Jesus-lullabies. Smile and encourage eye contact.
2 Months	**2 Months**
Fixes eyes on parent in response to a smile. Visually follows a moving object from side to center of body. Shows more regularity in eating and sleeping. Can "sit" supported for short time. May recognize parents' voices.	Hang a large picture of Jesus on a wall near a crib or changing table. Hang an animal mobile over the crib. Play soothing records or tapes.
4 Months	**4 Months**
Can sit supported for 10 - 15 minutes. Pulls dangling objects toward him/her. Begins to distinguish self from outer world. Vocalizes to show moods and initiate social interaction. Begins to see cause and effect. May smile at mirror image.	Large mirror with picutre of Jesus on opposite side "Jesus loves baby." Bells, rattles. Plastic fruit, flowers, objects to hold and manipulate during song-time.

6 Months	6 Months
Reaches for everything he/she sees. May sit for half an hour propped in a chair or jumper-seat. Likes to create changes in perspective. Imitates facial expressions. Grunts, grouls, squeals, coos. Understands name.	Stuffed animals. Board books, peek-a-boo books, squeeze books. Finger plays. Conversations "Who made the kitten? Yes, Jesus did!" (Give baby time ot respond with babbling consonant sounds.)

Adapted from "The First 12 months of Life," *American Baby,* Vol. 51, Number 2, Mid-January, 1979, pp. 26-70.

What Does God Smell Like?

10-Minute Mini-talk

A very young child perceives all spiritual concepts through the *senses.* Even before the development or understanding of language, much can be taught through the eyes, ears, fingers, nose, and tongue. Everything spiritual must be translated into concrete reality before it can be assimilated into the infant's world. Small children need to sniff, handle, chew, and stare at the spiritual idea you wish to present.

Communicating God's unconditional love (an abstract concept) to a newborn infant might mean sharing warm milk from Mother's breast, offering Daddy's thumb to grasp, smiling into watching eyes, softly singing a Jesus-lullaby to sooth a cry of distress. This is God's love—felt, heard, seen, tasted and *perceived* by a newborn infant. All these things say to your child, "Your world is good. God loves you!"

Family worship is an excellent time to offer the young child spiritually related sensual experiences. Let me show you what I mean.

(At this point provide several items for group members to handle. Invite them to use creativity to give spiritual significance to the items. How could these everyday objects point to Jesus?)

Textures	glassy, fuzzy, bumpy, prickly
Sounds	clunk, rattle, tinkle, swish
Smells	clean, stinky, flowery
Sights	moving, bright, smiling
Tastes	cool grape juice, dry bread, a bowl of lentils

Through all of the senses you may teach two basic spiritual concepts over and over. *God is love! God is the source of all good things!*

Remember, if your child can't see it, touch it, hear it, taste it, or smell it . . . it isn't real! The more senses which are stimulated, the more times the experience is repeated, the deeper the spiritual impression will be on your child.

The song "God Gave Me Eyes" will help us to think more about the senses and how to use them.

The participants have this song on Handout #2. Demonstrate and sing the song using a rose, bell, banana, and stuffed kitten. Point to body parts (on self and baby).

Family Worship Planning Sheet

Laboratory, Session 1

1. Who is responsible to plan the family worship? _____

2. When will the worship be conducted each day? _____

3. Who will initiate the worship and call the family together? _____

4. For what aged children is the worship planned? _____

5. How long will the worship last? _____

6. What is the worship topic? _____

7. What special materials will be needed? _____

   _____

8. Outline the family worship. (See Handout #1 for characteristics of preschool family worship).

   a.

   b.

   c.

   d.

   e.

Will you commit yourself to try this worship plan before the next seminar meeting?

The parents receive the child a helpless burden in their arms; he [she] is to be taught to love God, is to be brought up in the nurture and admonition of the Lord. He [she] is to be fashioned after the divine model. When parents see the importance of their work in training their children, when they see that it involves eternal interest, they will feel that they must devote their best time and thought to this work.

Ellen G. White, *Child Guidance,* 184. (Brackets supplied.)

Worship Resources, Birth-6 Months

Bible Picture Packets

JESUS PICTURES, Francis Hook. Cincinnati, Ohio: Standard Publishing Co.

Books

1. Board Books ("Indestructible," colorful books with stiff pages).
   a. WE ARE FRIENDS. England: Brimax Books.
   b. WHAT CAN WE SEE? More about Animals. England: Brimax Books, 1982.
   c. MY BABY JESUS BOOK. Cincinnati, Ohio: Standard Publishing Co.
2. Felt Books.

   MY SABBATH FUN BOOK. Watson, Cecilia M. Mt. View, California: Pacific Press Publishing Association, 1981.
3. Peek-And-Find Books.
   a. MY BIBLE SAYS. McAuley, Marilyn K. Elgin, Illinois: David C. Cook Publishing Co., 1984.
   b. LET'S COUNT GOD'S GIFTS. McAuley, Marilyn K. Elgin, Illinois: David C. Cook Publishing Co., 1984.
4. Squeeze Books.

   GOD MADE WONDERFUL ME. Murphy, Elspeth Campbell. Taiwan: Chariot Publishing.
5. Wipe-Off Books.

   PSALMS FOR TINY TOTS Series. Taggart, George H. Washington, D.C.: Review and Herald Publishing Association.

Finger Plays

1. FINGERS AND ALL FOR JESUS. Finger Plays, Poems, and Songs for Tiny Tots. Washington, D.C.: Review and Herald Publishing Association, 1978. 78 pp.
2. SONGS AND FINGER PLAYS. Martin, Bertha D. Glendale, California: Sabbath School Productions, 1976. 42 pp.

Music

1. Instruments.
   a. Bells on a ring (Adventist Book Center).
   b. Rattles.

2. Songbooks.

   a. LITTLE SABBATH SONGS FOR CRADLE ROLL. Sage, Janet. Glendale, California: Sabbath School Productions, 1977.

   b. MEMORY VERSE SONGS FOR CRADLE ROLL. Sage, Janet. Glendale, California: Sabbath School Productions, 1978.

   c. NEW SABBATH SONGS FOR TINY TOTS. Cradle Roll. Prepared under the direction of the Sabbath School Department of the General Conference. Washington, D.C.: Review and Herald Publishing Association, 1980. 39 pp.

   d. SABBATH SONGS FOR TINY TOTS. Cradle Roll. Prepared under the direction of the Sabbath School Department of the General Conference. Washington, D.C.: Review and Herald Publishing Association, 1969.

   e. SONGS FOR PRESCHOOL CHILDREN. For Ages One Through Five. Compiled by Marian Bennett. Cincinnati, Ohio: Standard Publishing Co., 1981. 95 pp.

3. Tapes.

   a. LITTLE SABBATH SONGS FOR CRADLE ROLL. Sage, Janet. Glendale, California: Sabbath School Productions.

   b. MEMORY VERSE SONGS FOR CRADLE ROLL. Sage, Janet. Glendale, California: Sabbath School Productions.

   c. SONGS FOR TINY TOTS, (Cradle Roll). Adventist Media, Center Graphics, 1100 Rancho Conejo, Newbury Park, CA 91320.

Toys, Puzzles, Games

Large plastic flowers, fruit, animals, tools, sturdy stuffed animals, etc.

Words of Encouragement, Birth-6 months

"Every woman about to become a mother, whatever may be her surroundings, should encourage constantly a happy, cheerful, contented disposition, knowing that for all her efforts in this direction she will be repaid tenfold in the physical, as well as the moral character of her offspring. ..." (Ellen G. White, *The Adventist Home,* p. 258-259).

"Teach a child to choose the right path, and when he is older he will remain upon it" (Proverbs 22:6 Living Bible).

"The child belongs to the Lord, and from the time it is an infant in its mother's arms, it is to be trained for him, trained to enter His service. For the first years of a child's life, the home is to be its school. In the home, parents and children are together to learn the way of the Lord. Carefully and untiringly parents are to watch the opening minds of their children, giving them the lessons they need in order to develop into Christian men and women. Parents should make all else subordinate to the work God has given them to do for their children" (Ellen G. White, *The Faith I Live By,* p. 264).

"Children are a gift from God; they are His reward" (Ps. 127:3 Living Bible).

"Fathers and mothers should teach the infant, the child, and the youth of the love of Jesus. Let the first baby lispings be of Christ" (Ellen G. White, *Child Guidance,* p. 487).

" 'Let the children come to me, for the Kingdom of God belongs to such as they. Don't send them away!'. . . Then he took the children into his arms and placed his hands on their heads and he blessed them" (Mark 10:14, 16 Living Bible).

"Even the babe in its mother's arms may dwell as under the shadow of the Almighty, through the earnest faith of the praying mother. The first and most urgent duty which the mother owes to her Creator is to train for Him the children that He has given her ..." (Ellen G. White, *Signs of the Times,* August 15, 1906).

"I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eye" (Ps. 32:8 King James Version).

"Mothers should educate their babies in their arms after correct principles and habits. influence. Sing them these subdued tunes in regard to Christ and His love" (*Child Guidance,* p. 93).

"The parents receive the child a helpless burden in their arms; He [she] knows nothing, and he [she] is to be taught to love God, is to be brought up in the nurture and admonition of the Lord. He she is to be fashioned after the divine model. When parents see the importance of their work in training their children, when they see that it involves eternal interest, they will feel that they must devote their best time and thought to this work" (*Child Guidance,* p. 184). (Brackets supplied.)

Session Two

The Great Imitators

Preparation

By Session 2 the participants will be acquainted and more ready to share. Launch off this meeting by telling a recent personal experience involving a meaningful family worship. Your openness will encourage others to relate similar experiences.

Read over the following objectives and determine where they are covered in the materials provided. Spend the most time on the objectives that meet the needs of your group.

After completing Session 2, "The Great Imitators," the participants will be able to:

1. Describe the motor, mental, social, and emotional traits of infants and toddlers aged 6-18 months.
2. List four criteria for choosing books for preschoolers.
3. Explain the relationship between character development and parental modeling.
4. Tell an interesting felt story for preschoolers.
5. Plan and conduct a family worship which will include infants or toddlers 6-18 months of age.
6. Create a felt worship book.

Materials Needed

- Overhead projector
- Transparencies

  #5 Quotation—*Child Guidance,* p. 482.
  #6 "The Worship Box"
  #7 Quotation—*Adventist Home,* pp. 320, 321
  #8, #8a, #8b "Developmental Chart, With Worship Activities—3, 4, 5"
- Paper
- Pencils

- Copies of handouts

  #8 "Model Parents"
  #9 "Tales About Toddlers"
  #10 "Developmental Chart, 9-18 Months"
  #11 Worship Song—"When A Mother Calls," "Coming Mother,"
  #12 Worship Song—"I Want To Be A Helper"
  #13 "Worship Resources, 6-18 Months"
  #14 "Words of Encouragement, 6-18 Months"

- Bible story book with pictures (such as *My Bible Friends* by Etta B. Degering, vol. 2 or another of the presenter's choice) to be used in the "Books for Bright Eyes" mini-talk
- Felt worship book kits or supplies for laboratory project (optional)
- Felts to accompany story (See "Storytelling With Felts" presentation.)
- Scissors (if needed for lab)

Advance Preparation Checklist

_____ Copy handouts.

_____ Collect materials needed.

_____ Determine the number wishing to participate in the lab project (felt worship book). Take orders or collect money and arrange for purchase of kits or needed supplies.

_____ Arrange notes and transparencies.

_____ Pray for guidance.

Outline

5 minutes — **Welcome and opening prayer.** Share insights gained and ideas tried from Session 1. Your sharing of personal experiences (both those which were successful and those not so successful) will open the way for participants to do likewise.

10 minutes — **"Model Parents"** Transparency (#5) and discussion sheet (Handout #8). A Presenter's Key to Handout #8 will be helpful as you seek to inspire the parents to be Christ-like role models.

5 minutes — **"The Worship Box"** Transparency (#6). Read and discuss the picture and quotation from *The Adventist Home*, pp. 320-321 (Transparency # 7). Display a family worship box. Having a special box, basket, or bag for worship items makes worship a bit more special and gives the children something to look forward to each day. Little ones will anticipate opening the worship box and using the special items during story and song time.

10 minutes — **"Storytelling With Felts"** presentation and demonstration. See text p. 39.

15 minutes	**"Tales About Toddlers"** Transparency (#8, #8a, #8b) and worksheets (Handouts #9, #10). Begin a discussion of the characteristics of this age group using Handout #9, "Tales about Toddlers." review the developmental characteristics of infants and toddlers 6-18 months and give worship suggestions. Handouts #11, #12 contain songs to illustrate the kind which interests this age group.
10 minutes	**"Books for Bright Eyes"** talk. See text p. 50. Emphasize the qualities to look for in a good book for preschoolers.
30-60 minutes	**Laboratory.** Felt worship book. Choose a felt book kit from (optional) your conference Adventist Book Center and follow the included instructions. If a homemade variety is used, make sure there are sufficient patterns, scissors, and accessories to keep everyone busy. You will not have time to complete the entire book in one laboratory session. Give hints, demonstrate a completed book, and get the group started. They can finish the book at home during the week and bring it back to the next session.
5 minutes	**Commitment** and closing prayer. Distribute remaining handouts for this session

Everything leaves its impress upon the youthful mind. The countenance is studied, the voice has its influence, and the deportment is closely imitated by them. . . . Children must see in the lives of their parents that consistencywhich is in accordance with their faith. By leading a consistent life and exercising self-control, parents may mold the characters of their children.

Ellen G. White, *Child Guidance*, 482.

Model Parents

1. What is the "countenance?" In what ways do facial expressions influence children positively or negatively?

2. Which is more important—the tone of the voice or the content of the words? Say the following phrases with varied voice pitch, inflection, and emphasis.

   a. Good-night.
   b. Where are you going?
   c. Come here.
   d. Who did this?
   e. Be careful.
   f. I love you.

3. Vary the tone of voice to show these moods:

   firm, angry, loving, agitated, patient, cheerful, reverent, hurried.

   Do your moods (shown by the tone of your voice) and words always match?

4. What will be the results of inconsistency? In which area of family life is it hardest to be consistent?

5. In what areas of family life would you like to exercise more self-control?

Model Parents

Presenter's Key and Points to Emphasize

Discussion questions to accompany Transparency #5, Quotation—*Child Guidance,* p. 482.

1. What is the "countenance?" (Facial expressions.) In what ways do facial expressions influence children positively or negatively? (Share illustrations.)

2. Which is more important—the tone of the voice or the content of the words? (Both are important.) Say the following phrases with varied voice pitch, inflection, and emphasis.

   a. Good-night.
   b. Where are you going?
   c. Come here.
   d. Who did this?
   e. Be careful.
   f. I love you.

3. Vary the tone of voice to show these moods:

   firm, angry, loving, agitated, patient, cheerful, reverent, hurried.

   Do your moods (shown by the tone of your voice) and words always match?

4. What will be the results of inconsistency? (Answers will vary.) In which area of family life is it hardest to be consistent? (Give examples.)

5. In what areas of family life would you like to exercise more self-control?

The Worship Box

FWWP Transparency #6

Impress upon the children's minds sentiments of simple piety that are adapted to their years and ability. Bring your children in prayer to Jesus, for He has made it possible for them to learn religion as they learn to frame the words of the language.

Ellen G. White, *The Adventist Home*, 320, 321.

Storytelling With Felts

Presentation

Demonstrate these points as you tell a short story using felts. Use "The Bird Feeder" below or another of your choice. If felts are unavailable, find pictures or natural objects to illustrate the story. It is important to encourage the use of visual aids during family worship.

1. Use only clean, colorful, neat felts.
2. Arrange the felts in the order they will be presented. Place them at your fingertips, by the felt board.
3. Be able to *tell* the story and know when the felts are to be put on the board.
4. Tell the story in an *enthusiastic* and *animated* way with vocal and facial expression.
5. Invite the child to place some of the felts on the board.
6. If the story is a familiar Bible story, encourage the child to help tell the story. Ask questions and invite participation.
7. Never put the "moral" at the end of a story. Try to include it as you go along.
8. Keep the story short.
9. Let go and have fun. Remember the story is for children, not adults. You may feel foolish at first, but your little ones will love it.

In the following story the underlined words are the ones to illustrate with felts or other visual aids.

The Bird Feeder

by Marjory Norris

Looking out the kitchen window was fun. *Jessica* did it every morning before she ate her breakfast. First she would pull the stool over to the kitchen sink, and then she would climb up to see what *birds* would be eating at the *bird feeder* that day.

But one morning when Jessica climbed for her first peek at the outside world, something different was in the feeder. It had a long, bushy tail and bright, bright eyes; and it ate and ate and ate.

Jessica called to *Uncle Bruce.* "Something is in the bird feeder, and it isn't a bird."

Uncle Bruce came and stood beside Jessica, and he said, "Mr. Chatterer the *Red Squirrel,* you'd better get out of our bird feeder." Then he took the *broom* off the back porch, and he tiptoed out the back door, and he slipped up behind the bird feeder, and he went "whap" on the top of the bird feeder. The squirrel came down from that feeder so fast that Jessica squealed. And then the squirrel took off across the yard and went through the wire fence and raced away under the pecan *tree* and over the hill. Uncle Bruce laughed at the little squirrel's speed.

But Jessica's face was sad. "Don't squirrels get hungry too, Uncle Bruce?"

"Yes," said Uncle Bruce, "but they hide *nuts* in the fall before the snow comes so they can dig them up when they get hungry in the winter. It is very hard for birds to find food when the snow covers all last summer's seeds. But this little lazy squirrel would rather eat *sunflower seeds* from our bird feeder than try to remember where he hid his own nuts!"

Jessica stood on the stool and watched until the birds started coming for their breakfast. And then she called to her *mother,* "May I have my *breakfast* now? I'm happy that *Jesus* provides food for birds and squirrels as well as for children."

"Our Little Friend," Jan. 27, 1979.

Tales About Toddlers

A. List three physical activities which identify a baby nine to twelve months of age.

1.

2.

3.

B. Circle the word which best describes the language development of a child of one year.

none babbling phrases

C. Underline the best worship ideas to use with a child of one year.

finger plays	rhythm sticks	reading
coloring	dolls and miniature animals	songs
felt books and stories	story tapes	art work
sewing cards	pull or push animals	stuffed animals

D. Complete this sentence. An eighteen-month-old toddler . . .

E. A toddler enjoys music and rhythm. Give two suggestions for family worship which take this into consideration.

1.

2.

F. In what way could a toddler participate at story-time worship?

G. What family worship activity could begin teaching your toddler about helpfulness?

Tales About Toddlers

Presenter's Key and Answer Sheet

A. List three physical activities which identify a baby nine to twelve months of age.

1. (begins to walk)
2. (may wave, carry toys, push toys)
3. (points index finger)

B. Circle the word which best describes the language development of a child of one year.

none *babbling* phrases

C. Underline the best worship ideas to use with a child of one year.

finger plays	rhythm sticks	reading
coloring	dolls and miniature animals	songs
felt books and stories	story tapes	art work
sewing cards	pull or push animals	stuffed animals

D. Complete this sentence. An eighteen month old toddler . . . (Answers will vary.)

E. A toddler enjoys music and rhythm. Give two suggestions for family worship which take this fact into consideration.

1. (rhythm instruments)
2. (clapping to music)

F. In what way could a toddler participate at story-time worship?

(Ask him/her questions and he/she will babble an answer.)

(Put on felts or handle a visual aid.)

G. What family worship activity could begin teaching your toddler about helpfulness?

(a song about the ways Jesus helps)

(a song that has motions showing helping children)

Developmental Chart With Worship Activities 3

FWWP Transparency #8

DEVELOPMENTAL CHARACTERISTICS	WORSHIP SUGGESTIONS
9 Months	**9 Months**
Crawls.	Clapping to songs.
May stand briefly with hand held or "cruise" along furniture.	Finger plays with an element of anticipation or surprise.
Sits effortlessly alone.	Hand mitts (animals).
Bangs objects together at the center of body.	
Uncovers a toy (s)he sees hidden.	
May remember a game from previous day.	
Anticipates reward for successfully completed act.	
Initiates play and chooses toys deliberately.	
Finger feeds self.	
Uses some words meaningfully (mama, dada).	
Listens to conversations.	

Developmental Chart With Worship Activities 4

DEVELOPMENTAL CHARACTERISTICS

12 Months

Begins to walk.

May add maneuvers to walking (stopping, waving, backing, carrying toys).

Climbs (crawls) stairs.

Can point index finger.

May push objects.

Builds tower of 2 or 3 blocks.

Expresses many emotions.

Gives affection to humans and objects.

Fears separation, new places, strange situations.

Babbles.

WORSHIP SUGGESTIONS

12 Months

Rhythm instruments (sticks, cymbals, drum, woodblock).

Felt activity books.

Miniature ark and animals.

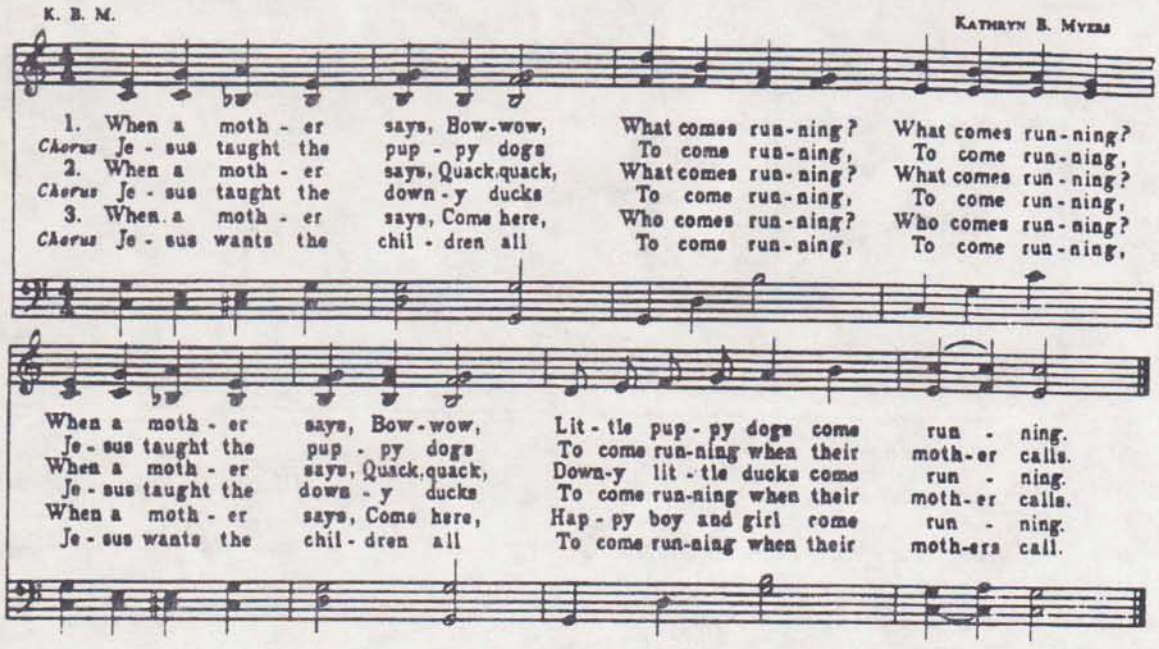
Developmental Chart With Worship Activities, 9 - 18 months

Developmental Characteristics	Worship Suggestions
***9 Months**	**9 Months**
Crawls	Clapping to songs.
May stand briefly with hand held or "cruise" along furniture.	Finger plays with an element of anticipation or surprise.
Sits effortlessly alone.	Hand mitts (animals).
Bangs objects together ar the center of body.	
Uncovers a toy (s)he sees hidden.	
May remember a game from previous day.	
Anticipates reward for successfully completed act.	
Initiates play and choose toys deliberately.	
Finger feeds self.	
Uses some words meaningfully (mama, dada).	
Listens to conversations.	
***12 Months**	**12 Months**
Begins to walk.	Rhythm instruments (sticks, cymbals, drum, woodblock).
May add maneuvers to walking (stopping, waving, backing, carrying toys).	Felt activity books.
Climbs (crawls stairs.	Miniature ark and animals.
Can point index finger.	
May push objects.	
Builds tower of 2 or 3 blocks.	
Expresses many emotions.	

12 Months	12 Months
Gives affection to humans and objects. Fears separation, new places, strange situations. Babbles.	
18 Months	**18 Months**
Full of motion, into everything. Increased hand control (cupboards, electric plugs, toilet handles, doors). Uses more words, gestures, sounds. Responds to direction with active follow through. Likes music, rhythm. Shows a well developed sense of release (drops, throws).	Nature objects (touch, taste, smell). Push and pull animals that make sounds. Blocks. Bible character doll (baby Moses, baby Jesus). Cradle Roll memory verse tape. Fingerloops. Animal or Bible character puppets. Activity songs and games—"Coming, Mother." "Knob" puzzles.

Adapted from "The First 12 Months of Life." *American Baby,* Vol. 51, Number 2, Mid-January, 1979, pp. 88, 106 (growth charts).

When a Mother Calls


K. B. M.
Kathryn B. Myers
1. When a moth - er says, Bow-wow, What comes run-ning? What comes run-ning?
Chorus Je - sus taught the pup - py dogs To come run-ning, To come run-ning,
2. When a moth - er says, Quack,quack, What comes run-ning? What comes run-ning?
Chorus Je - sus taught the down - y ducks To come run-ning, To come run-ning,
3. When a moth - er says, Come here, Who comes run-ning? Who comes run-ning?
Chorus Je - sus wants the chil - dren all To come run-ning, To come run-ning,
When a moth - er says, Bow-wow, Lit - tle pup - py dogs come run - ning.
Je - sus taught the pup - py dogs To come run-ning when their moth-er calls.
When a moth - er says, Quack,quack, Down-y lit - tle ducks come run - ning.
Je - sus taught the down - y ducks To come run-ning when their moth-er calls.
When a moth - er says, Come here, Hap - py boy and girl come run - ning.
Je - sus wants the chil - dren all To come run-ning when their moth-ers call.

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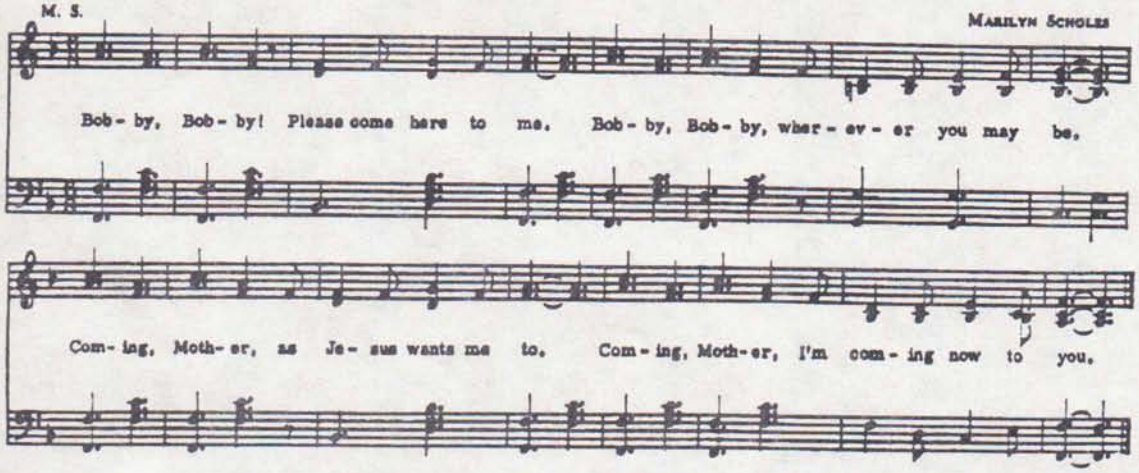
Coming, Mother

M. S.
Marilyn Scholes
Bob - by, Bob - by! Please come here to me. Bob - by, Bob - by, wher - ev - er you may be,
Com - ing, Moth - er, as Je - sus wants me to. Com - ing, Moth - er, I'm com - ing now to you.

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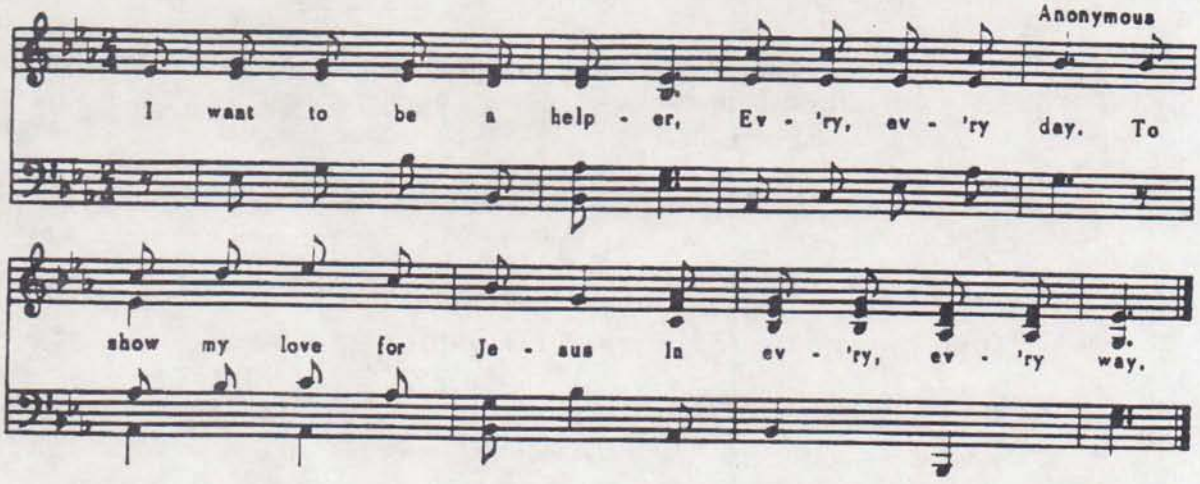
I Want to Be a Helper

Handout #12

Books for Bright Eyes

10-Minute Mini-talk

Good books can be the foundation for a strong family worship program. Durable, well-chosen books will delight your preschooler again and again. Although we tire of reading the same story over and over and over, the little one calls out, "Just one more time . . . P L E A S E . . . just one more time!"

What makes a book appeal to a young child? Let's consider the following questions as we examine vol. 2 of *My Bible Friends* (or another book of the presenter's choice).

Does the book contain several true-to-life pictures?

Sizes, colors, faces and nature should look as realistic and appealing as possible. Your preschooler is still in the process of distinguishing reality from imagination. (Avoid blue bears and elephants wearing pink tutus!)

Notice the cover of vol. 2 of *My Bible Friends.* You can almost feel the water splashing and hear the roll of thunder. See the expression of peace in the eyes of Jesus. Now let's look at the two-page spread at the end of the story "Jesus and the Storm." (Hold up the book and point out the places being discussed.) Again the contrast can be seen between the peace of Jesus and the thunderstorm. This time Jesus is holding a young child on his lap in a modern scene. Examine the looks on the faces of the children in response to Jesus. Again we see the outstretched hand and hear the word "peace."

Creatively illustrated pictures tell the entire story. Infants will enjoy pointing to the pictures and will pat the face of Jesus and lisp "deeda" ("Jesus"). The Holy Spirit speaks to our young ones through these Bible illustrations. This is the beginning of Bible study.

Is the text simple to understand?

Look for vocabulary common to, or a bit more difficult than, your home conversations. Remember that the *understanding* vocabulary is greater than the *spoken* vocabulary for a very young child. If the illustrations are excellent, children will still enjoy a book with words they do not yet comprehend. Read the parts they do understand, at first, and gradually you can include more and more of the story-line. Before long your little one will "read" the story by memory to you.

An example of a simple text can be found in the story "Jesus and the Children" (vol. 2, *My Bible Friends*). Note the short sentences, easy words, and descriptive picture.

> "A boy led a blind man to Jesus.
> The blind man's eyes were tight shut.
> He had never seen a tree or a house — not anything.
> Jesus made his eyes see.
> And the first thing the blind man ever saw
> was the lovely face of Jesus."

Is the text creatively written?

Preschoolers enjoy repetition, rhymes, and words that sound like their meanings. A well-written text will help the child feel a part of the story. Again we turn to the children's classics *My Bible Friends,* vol. 2,"'Samuel, the Little Priest."

> "Priest Eli took Samuel's hand and walked
> with him in the Temple court.
> Samuel saw the evening fire burning on the altar.
> He saw the shiny washbasin and the cloth fence.
> He heard priests blowing trumpets and people praying.
> The tiny bells on Priest Eli's robe tinkle-tinkle-
> tinkled, as Samuel and he walked together."

Is the book durable and well-bound?

Covers that can be wiped off, heavy pages, and sewn bindings will increase the life of your books. Books of lesser quality must be handled with more care, especially by young hands. It is important to teach your child at an early age how to turn the pages carefully. Provide a special place for your books. The most durable ones may be accessible at all times. The other books can be stored away to be shared together with an adult. Never permit your little one to tear, stand on, throw, or handle roughly any book (even if it is already in terrible condition).

Is the book affordable?

Is any book affordable? Yes. It is still possible to find good books that are inexpensive. Watch for book sales at the conference Adventist Book Center. Browse through garage sales and flea markets. Often local public libraries hold annual book sales to sell discards. Excellent books on nature can be picked up this way. It is amazing that sometimes these books are seen as less desirable by young parents, who pass them by for fairy tales and cartoon books.

One word of caution. **Always** read the entire text of a book before purchasing it. ALWAYS. A book is not a bargain if you get it home and find missing pages or questionable content.

Last of all, ask for books as gifts. Often grandparents are delighted to have a part in the spiritual growth of their grandchildren.

Good books that are realistic, simple and creatively written, and well-bound are eternally worthwhile. They will bring hours of closeness and spiritual enrichment to your growing family.

Worship Resources, 6-18 Months

The previously listed resources in Session One are still applicable to children 6-18 months. This list is only a sample of available materials.

Bible Picture Packets

1. BIBLE PICTURES. Hook, Frances. Cincinnati, Ohio: Standard Publishing Co.
2. PRESENT DAY PICTURES. Hook, Frances. Cincinnati, Ohio: Standard Publishing Co.

Books

1. Board Books.
   a. ARK FULL OF ANIMALS. Illustrated by Vera Gohman, Story by Tessa Colina. Cincinnati, Ohio: Standard Publishing Co., 1955.
   b. GOD LOVES ME. Lion Board Books. Illustrated by D'Reen Neeves. Belleville, Michigan: Lion Publishing Co., 1985.
   c. GOD'S RAINBOW OF COLORS. My Shape Book. Illustrated by Lorraine Arthur. Cincinnati, Ohio: Standard Publishing Co., 1984.
   d. HEARING. "Show Baby Plus" Series. England: Brimax Books, 1984.
   e. I LOVE JESUS. My Shape Book. Cincinnati, Ohio: Standard Publishing Co.
   f. SEEING. "Show Baby Plus" Series. England: Brimax Books, 1974.
2. Felt Activity Books.

   BUSY BIBLE 3, PATTERNS FOR CLOTH BOOKS, (New Testament). Busy Books. Sage, Janet. St. Louis, Missouri: Concordia Publishing House, 1978.
3. Peek-a-Boo Books.

   HOUSE FULL OF PRAYERS. Cincinnati, Ohio: Standard Publishing Co.
4. Wipe-off Books.

   GOD MADE THE WORLD. "God's Gifts" Plastic Book Series. Norwalk, Connecticut: C. R. Gibson Co., 1972.
5. Other Books.
   a. ANIMALS. Chicago, Illinois: Rand McNally and Co., 1983.
   b. GOD'S SPECIAL BABY. Shilder, Joyce. St. Louis, Missouri: Concordia Press, 1985. 24 pp.

c. PATTIBOOK Series. Lebar, Mary E. Wheaton, Illinois: Scripture Press Publishing, Inc., 1965.

d. TINY QUESTION BOOK Series. Hinds, Ruth McNaughton. Wheaton, Illinois: Scripture Press Publishing, Inc., 1966.

Music

1. Instruments.

   Drum, cymbals, rhythm sticks, wood block.

2. Songbooks.

   SONGS FOR THE VERY YOUNG. Erdman, Marian W. Weekday Ministries. Nashville, Tennessee: Abingdon Press, 1980. 15 pp.

Toys, Puzzles, Games

1. Helper items.

   Tools, umbrella, little rake and broom, pail.

2. Miniature ark, people, animals.

3. Nature items.

   Rocks, feathers, flowers, leaves.

4. Wooden puzzles (of animals) with knobs for hand-holding.

Words of Encouragement, 6-18 months

"The Lord had directed that the (Israelite) children, even from babyhood, should be taught of His goodness and His greatness. . . . Through song and prayer, and lessons from the Scriptures, adapted to the opening mind, fathers and mothers were to instruct their children . . . " (Ellen G. White, *Child Guidance,* p. 32).

"Remember these commands and cherish them. Tie them on your arms and wear them on your foreheads as a reminder. Teach them to your children. Talk about them when you are at home and when you are away, when you are resting and when you are working. Write them on the doorposts of your houses and on your gates. Then you and your children will live a long time in the land that the Lord your God promised to give to your ancestors." (Deut. 11:18-21 Today's English Version).

"The work of education and training should commence with the babyhood of the child; for then the mind is the most impressible, and the lessons given are remembered" (*Child Guidance,* p. 26).

"Infant children are a mirror for the mother in which she may see reflected her own habits and deportment. How careful, then, should be her language and behavior in the presence of these little learners. Whatever traits of character she wishes to see developed in them, she must cultivate in herself" (Ellen G. White, *The Adventist Home,* p. 267).

"In conclusion, my brothers, fill your minds with those things that are good and that deserve praise: things that are true, noble, right, pure, lovely, and honorable" (Phil. 4:8 Today's English Version).

"Happy are the parents whose lives are a true reflection of the divine, so that the promises and commands of God awaken in the child gratitude and reverence; the parents whose tenderness and justice and long-suffering interpret to the child the love and justice and long-suffering of God; and who, by teaching the child to love and trust and obey them, are teaching him her to love and trust and obey his her Father in heaven. Parents who impart to the child such a gift have endowed him [her] with a treasure more precious than the wealth of all the ages—a treasure as enduring as eternity" (*Child Guidance,* pp. 480, 481). (Brackets supplied.)

"Create a pure heart in me, O God, and put a new and loyal spirit in me" (Psalms 51:10 Today's English Version).

"Everything leaves its impress upon the youthful mind. The countenance is studied, the voice has its influence, and the deportment is closely imitated by them. . . . Children must see in the lives of their parents that consistency which is in accordance with their faith. By leading a consistent life and exercising self-control, parents may mold the characters of their children" (*Child Guidance,*. p. 482).

"Impress upon the children's mind sentiments of simple piety that are adapted to their years and ability. Bring your children in prayer to Jesus, for He has made it possible for them to learn religion as they learn to frame the words of the language" (*The Adventist Home,* p. 320-321).

Session Three

MESSY MITTS AND HAPPY HEARTS

Preparation

During this session activities will be discussed that will be more time consuming during family worship. As the toddlers grow into preschoolers the attention span increases, along with the physical ability to perform other activities that will reinforce spiritual growth. Some of the longer activities could be saved especially for Friday evening and Sabbath evening worships when your family is more relaxed and has more time. Remember, the more actively your little one is involved, the more the spiritual lesson is remembered. Take the time. The results are worth it.

After completing Session 3, "Messy Mitts and Happy Hearts," the participants will be able to:

1. Describe the motor, mental, social, and emotional traits of toddlers and preschoolers 18 months-3 years.
2. Lead out in three creative art activities which will enhance a young child's spiritual growth.
3. Structure imaginative play activities into the family worship program.
4. Plan and lead a family worship which will include toddlers or preschoolers (18 months-3 years).
5. Make salt and flour art dough for use with children at worship time.

Materials Needed

- Overhead projector
- Transparencies

  #9, 9a "Developmental Chart With Worship Activities—6, 7"
  #10 "The Worship Talk"
  #11 Quotation—*The Adventist Home,* p. 323

- Paper
- Pencils

- Copies of handouts

  #15 "Toddlers in Transition"
  #16 "Developmental Chart, 2-3 Years"
  #17 Worship Song—"I'll Take Turns"
  #18 "Worship Resources, 18 Months-3 Years"
  #19 "Words of Encouragement, 18 Months-3 Years"
- Stones of various sizes
- White sheet, cardboard crown, long sash
- Assorted blocks
- Safety pins
- Bibles
- Salt, flour, oil, food coloring. (Optional for lab project)

Advance Preparation Checklist

_____ Copy handouts.
_____ Collect materials needed.
_____ Purchase laboratory supplies.
_____ Arrange notes and transparencies.
_____ Pray for guidance.

Outline

5 minutes — **Welcome and opening prayer.** Read and comment on 2 Tim. 3:14, 15.

15 minutes — **"Toddlers in Transition."** Use Handout #15. A Presenter's Key for this worksheet is included to help you launch a discussion. Discuss the developmental characteristics of toddlers and preschoolers 2-3 years old and give worship suggestions. Use Transparencies #9, #9a and Handout #16.

5 minutes — **"The Worship Talk."** Use Transparencies #10, #11. Describe how the whole family can join in worship, using toys and models creatively to illustrate a story like Cain and Abel. Discuss the meaning of "a little church" (*AH* p. 323) or Transparency #11. Handout #17 contains a song to illustrate the interest of this age group.

20 minutes — **"Stone Stories, Block Basics, and Dressin' Lessons."** Small groups demonstrate or act out an imaginative play activity.

10 minutes — **"Family Worship Art."** Suggestions on how to use crayons, paint, scissors, and paste to create masterpieces. See text p. 66.

30 minutes (Optional)

Laboratory. Make salt and flour art dough.

Recipe:
- 1 cup flour
- 1 cup salt
- 1/4 cup water
- 1 tbsp oil
- food coloring or tempera paint

Mix and knead the ingredients together. Have fun.

5 minutes

Commitment and closing prayer. Distribute remaining handouts.

Toddlers in Transition

Underline the best answer(s).

1. A two-year-old child uses sentences containing:

verbs	adverbs
nouns	prepositions
conjunctions	adjectives

2. When two-year-old children play together they:

share	play side by side
take turns	enjoy each other's company

3. The motor development of a two-year-old includes:

riding a tricycle	hopping
jumping	running
clapping hands	scribbling
climbing steps	

4. Worship activities that would interest both two and three-year-olds include:

simple puzzles	acting out a Bible story
cutting out pictures	taped songs and stories
reading *My Little Friend*	

5. With the growing awareness of the world around him, the three-year-old may be afraid of:

strange people	"monsters"
storms	large animals
the dark	new activities
television programs	

6. Which words or phrases best describe a three-year-old?

toilet trained	understands abstract concepts
fearless	well-developed vocabulary
easily tired	shares with others
coordinated	verbal
helpful	follows directions

7. Family worship themes that most interest two and three-year-olds are:

heaven	obedience	childhood of Jesus
animals	creation	mission stories
babies	families	nature
"helping"	love of God	

Toddlers in Transition

Presenter's Key and Points to Emphasize

This worksheet is designed to be used as a discussion tool. Have participants underline the best answers. Take time to share answers and tell personal experiences.

1. A two-year-old child uses sentences containing:
   - verbs
   - nouns
   - conjunctions
   - adverbs
   - prepositions
   - adjectives

2. When two-year-old children play together they:
   - share
   - take turns
   - play side by side
   - enjoy each other's company

3. The motor development of a two-year-old includes:
   - riding a tricycle
   - jumping
   - clapping hands
   - climbing steps
   - hopping
   - running
   - scribbling

4. Worship activities that would interest both two and three-year-olds include:
   - simple puzzles
   - cutting out pictures
   - reading *My Little Friend*
   - acting out a Bible story
   - taped songs and stories

5. With the growing awareness of the world around them, the three-year-old may be afraid of:
   - strange people
   - storms
   - the dark
   - television programs
   - "monsters"
   - large animals
   - new activities

6. Which words or phrases best describe a three-year-old?
   - toilet trained
   - fearless
   - easily tired
   - coordinated
   - helpful
   - understands abstract concepts
   - well-developed vocabulary
   - shares with others
   - verbal
   - follows directions

7. Family worship themes that most interest two and three-year-olds are:
   - heaven
   - animals
   - babies
   - "helping"
   - obedience
   - creation
   - families
   - love of God
   - childhood of Jesus
   - mission stories
   - nature

Developmental Chart With Worship Activities 6

DEVELOPMENTAL CHARACTERISTICS	WORSHIP SUGGESTIONS
2-year olds	**2-year olds**
Scribbles on anything available.	Large crayons, large sheets of paper.
Uses very short sentences (noun, verb).	Large easel, paint brushes, paint.
Exercises large muscles by running, climbing, jumping, and falling often.	Small Bible with pictures.
Explores the surrounding environment.	Plastic telephone.
Begins to develop more independence (NO!).	Fingerloops.
Enjoys other children and plays in a parallel relationship.	"Our Little Friend" and Sabbath School quarterly.
	Items to wave (banner, rainbow, angel on a stick).

Developmental Chart With Worship Activities 7

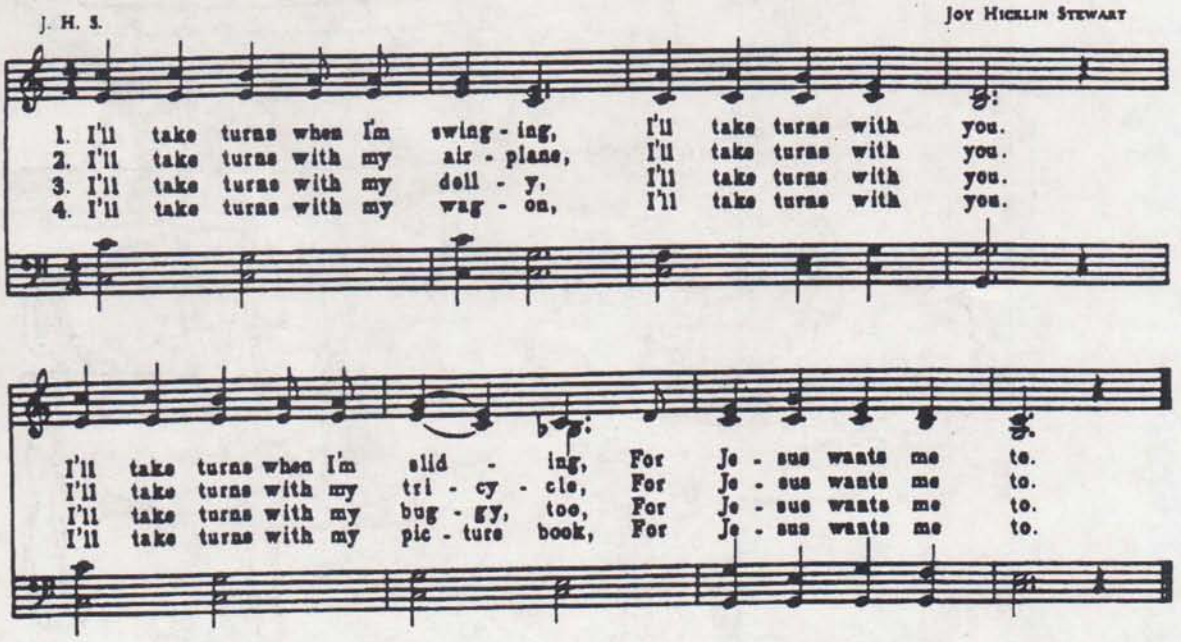
FWWP Transparency #9a

DEVELOPMENTAL CHARACTERISTICS	WORSHIP SUGGESTIONS
3-year olds	**3-year olds**
Can understand most normal conversations.	Animal puppets.
Speaks sentences of several words.	Additional books with short stories.
Is beginning to show interest in sharing/taking turns.	"Ladder of Life" books, tapes, and activities.
Can accomplish helpful small tasks.	Puzzles with 3-12 pieces.
Is bowel and day-time bladder controlled.	Paste, salt/flour dough, finger paints.
Can follow simple directions.	"Sharing," "taking turns" songs.
Demonstrates better control of large muscles.	
Develops new fears as knowledge of his/her world increases.	

Developmental Chart With Worship Activities, 2-3 years

Developmental Characteristics	Worship Suggestions
2 Years	**2 Years**
Scribbles on anything available.	Large crayons, large sheets of paper.
Uses very short sentences (noun, verb).	Large easel, paint brushes, paint.
Exercises large muscles by running, climbing, jumping, and falling often.	Small Bible with pictures.
Explores the surrounding environment.	Plastic telephone.
Begins to develop more independence (NO!).	Fingerloops.
Enjoys other children and plays in a parallel relationship.	"Our Little Friend" and Sabbath School quarterly.
	Items to wave (banner, rainbow, angel on a stick).
3 Years	**3 Years**
Can understand most normal conversations.	Animal puppets.
Speaks sentences of several words.	Additional books with short stories.
Is beginning to show interest in sharing/taking turns.	"Ladder of Life" books, tapes, and activities.
Can accomplish helpful small tasks.	Puzzles with 3-12 pieces.
Is bowel and day-time bladder controlled.	Paste, salt/flour dough, finger paints.
Can follow simple directions.	"Sharing," "taking turns" songs.
Demonstrates better control of large muscles.	
Develops new fears as knowledge of his/her world increases.	

Adapted from *Creative Bible Learning For Young Children, Birth-5-Years,* ICL, p. 53-62.

I'll Take Turns

J. H. S.
Joy Hicklin Stewart
1. I'll take turns when I'm swing - ing, I'll take turns with you.
2. I'll take turns with my air - plane, I'll take turns with you.
3. I'll take turns with my doll - y, I'll take turns with you.
4. I'll take turns with my wag - on, I'll take turns with you.
I'll take turns when I'm slid - ing, For Je - sus wants me to.
I'll take turns with my tri - cy - cle, For Je - sus wants me to.
I'll take turns with my bug - gy, too, For Je - sus wants me to.
I'll take turns with my pic - ture book, For Je - sus wants me to.

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Handout #17

The Worship Talk

FWWP Transparency #10

FWWP Transparency #11

When Christ is in the heart, He is brought into the family. The father and mother feel the importance of living in obedience to the Holy Spirit so that the heavenly angels, who minister to those who shall be heirs of salvation, will minister to them as teachers in the home, educating and training them for the work of teaching their children. In the home it is possible to have a little church which will honor and glorify the Redeemer.

Ellen G. White, *The Adventist Home*, 323.

Stone Stories, Block Basics, and Dressin' Lessons

Activity Ideas, Age 3-5

Divide the participants into three groups. Distribute materials, Bibles, and story suggestions. Allow ten minutes for each group to plan, create, and practice their story. Take time to share between groups and suggest several stories that could be told from the materials given. Most of the stories included are studied in the Cradle Roll and Kindergarten Sabbath School lessons.

Group 1 Blocks of varying sizes and shapes.

Genesis 11	Tower of Babel.
Joshua 6	Fall of Jericho.
Nehemiah 2, 3	Nehemiah rebuilds Jerusalem.
Matthew 7:24-27	House on the rock.

Group 2 White sheet, cardboard, crown, safety pins, sash or rope.

1 Samuel 16	David becomes King.
Esther 5	Queen Esther.
2 Chronicles 24	King Joash.
Matthew 2:1-13	Wisemen.

Group 3 Stones of varying sizes and shapes.

1 Kings 17:1; 18:1, 2, 37-46	Elijah.
Genesis 4	Cain and Abel.
1 Samuel 17	David and Goliath.
Acts 7	Stephen.

When choosing Bible stories to depict, remember the following points.

The story should be:

1. Familiar, with an understandable plot.
2. Child-centered, having a theme appropriate for preschoolers.
3. Active.
4. Simple to dramatize or create.
5. Able to utilize available props or visual aids.

Family Worship Art

Mini-talk

When considering the use of an art project in family worship it is important to keep a few points in mind. First of all, plan to allow plenty of time for the child to complete the activity and for you to relate the spiritual insight associated with the art work. The process of creative self-expression is more important than the product. Small children love the sensual experience of squishing cool clay between their fingers, smearing paint on paper, dabbing and dipping with brushes, and tasting paste. At this young age your little one may not even be concerned with what the art represents. A parent's best response to a finished masterpiece might be "That's a special picture. You made it yourself," rather than "What is it?" (You might get an answer like, "Blue scribbles, can't you tell?")Help the child feel warm and valuable as a person and appreciated for the effort put into the work.

Another point to consider is the way you plan to relate the spiritual lesson with the art project. You may tell a story, ask questions, play a tape, listen to music, or depend on prepared materials like "Happy Sabbath Afternoons" where the lesson is evident in the picture. Sometimes you may save the conversation until the child is completely finished. Another idea is to write a thought or a word on the bottom of the art work to remind the family of the lesson learned.

When purchasing art supplies keep in mind "the bigger, the better." Chubby crayons, giant paint brushes, oversized paper will make creating easier for little hands. All supplies should be edible, colorful, and washable. Choose an indestructible work area and old clothes. Always involve the children in the clean-up process for this is part of the total art experience and teaches follow-through. Display the child's work on their own bulletin board or on the refrigerator.

Below you will find a few simple art activities for various ages of preschoolers. Remember to check the developmental charts to see which activity is appropriate for each age. All of the activities have been selected from *The Ladder of Life* Teacher's Guide.

1. Make a rainbow by cutting and pasting strips of construction paper on a dark background. Tell about God's promises.
2. Cut pictures from magazines and divide them into "want" and "need" piles. Talk about the ways Jesus supplies our needs.
3. Make a clay form of each family member. Discuss how God made Adam and Eve and families.
4. Make a mobile from a hanger and string. Attach objects or pictures showing the seven days of creation.
5. Create animals from slices of banana, raisins, and apple wedges. Talk about God's good food. Then eat your art project.

Art is one way to enhance the family worship experience. It is an activity your children will enjoy and won't soon forget.

Two Sources for Art Projects:

CREATIVE BIBLE LEARNING FOR YOUNG CHILDREN. Birth-5 Years. Harrell, Donna and Haystead, Wesley. Ventura, California: Regal Books, 1977. 190 pp.

THE LADDER OF LIFE. Teacher's Guide. Prepared by the Early Childhood Education Committee. Department of Education of the General Conference. Silver Spring, MD: Review and Herald Publishing Association, 1977. 160 pp.

Worship Resources, 18 Months-3 Years

Most of the resources listed in Sessions 1 and 2 are still appropriate. Many other resources are also available from your conference Adventist Book Center and local Christian bookstores.

Bible Picture Packets

FRIENDS PICTURES. Francis Hook. Cincinnati, Ohio: Standard Publishing Co.

Books

1. Board Books.
   a. BABY ANIMALS. Golden Book. Ages 2-4. Racine, Wisconsin: Western Publishing, 1978.
   b. IDEALS BOARD BOOKS Series. Milwaukee, Wisconsin: Ideals Publishing, 1981. 6 pp.
   c. I HAVE MANY FEELINGS. With Scriptural Encouragement. (Little Shape Books.)Yellow Spring, Ohio: Antioch Publishing Co., 1984. 22 pp.
2. Peek-a-Boo Books.
   a. ARK FULL OF ANIMALS. Illustrated by Vera Gohman, Story by Tessa Colina. Cincinnati, Ohio: Standard Publishing Co., 1955.
   b. WHEN JESUS WAS A BOY. Coloring Cloth. Cincinnati, Ohio: Standard Publishing Co.
3. Other Books.
   a. ACTION RHYMES, BIBLE LEARNING THROUGH MOVEMENT. Falk, Cathy Allen. Cincinnati, Ohio: Standard Publishing Co., 1985. 48 pp.
   b. DEAR GOD. (Dear God Books.)Minneapolis, Minnesota: Augsburg Publishing House, 1984.
   c. HAPPY DAY BOOKS Series. Cincinnati, Ohio: Standard Publishing Co., 1985.
   d. LITTLE FISH BOOKS ABOUT YOU AND ME Series. Illustrated by Gordon Stowell. Ventura, California: Regal Books.

Fingerloops

Assorted nature items of felt on chenille wire. Adventist Book Center.

Games/Puzzles

1. BIBLE PICTURE PAIRS. Series of puzzles. Cincinnati, Ohio: Standard Publishing Co., 1981.
2. NOAH'S ARK. Card game. Cincinnati, Ohio: Standard Publishing Co., 1984.

3. WE GO TO GOD'S HOUSE. Card game. Cincinnati, Ohio: Standard Publishing Co., 1982.

Gospelgraphs. Stiff-paper visual aids that adhere to a feltboard.

1. GIVING. Gospelgraphs Series. Wheaton, Illinois: Scripture Press, Publishing, Inc., 1972.
2. HELPING. Gospelgraphs Series. Wheaton, Illinois: Scripture Press, Publishing, Inc., 1976.
3. TRUSTING. Gospelgraphs Series. Wheaton, Illinois: Scripture Press, Publishing, Inc., 1979.

Styro-Storyboards

STAND-UP STORIES For the Bible Story Board. Elgin, Illinois: David C. Cook Publishing Co., 1975.

Stickers

COLLECTOR BOOKS WITH STICKERS Series. Yellow Spring, Ohio: Antioch Publishing Co., 1985. 24 pp.

Tapes

1. LADDER OF LIFE. Newbury, Park, California: Adventist Audio Media Production, 1983.
2. MY BIBLE FRIENDS. Degering, Etta B./ Your Story Hour. Hagerstown, MD: Review and Herald Publishing Association. 4 tapes.

Toys

1. Dress-up clothing and accessories.
2. HEROES OF THE KINGDOM ACTION FIGURES. Bible characters to use in dramatic play. A cassette story tape is included. Wee Win Toys and Accessories, 1984. 15421 Vantage Parkway, West, Suite 116, Houston, Texas 77032.
3. JUDAH, THE CHRISTIAN SOLDIER, action figure. Praise Unlimited Christian Toy Company, 1984. P.O. Box 49887, Sarasota, Florida33578.
4. THE FULL ARMOUR OF GOD. Plastic armour set teaching aid. Praise Unlimited Christian Toy Company, 1984. P.O. Box 49887, Sarasota, Florida 33578.

Books for parents

1. ADVENTIST HOME, THE. White, Ellen G. Mountain View, California: Pacific Press Publishing Association, 1971. 550 pp.
2. CHILD GUIDANCE. White, Ellen G. Nashville, Tennessee: Southern Publishing Association, 1954. 616 pp.
3. FUNDAMENTALS OF CHRISTIAN EDUCATION. White, Ellen G. Nashville, Tennessee: Southern Publishing Association, 1923. 576 pp.

Words of Encouragement, 18 months-3 years

"Opportunities of inestimable worth, interests infinitely precious, are committed to every mother. During the first three years of the life of Samuel the prophet, his mother carefully taught him to distinguish between good and evil. By every familiar object surrounding him she sought to lead his thoughts to the Creator" (Ellen G. White, *Child Guidance,* p. 197).

"But as for you (Timothy), continue in the truths that you were taught and firmly believe. You know who your teachers were (mother, grandmother), and that ever since you were a child, you have known the Holy Scriptures, which are able to give you the wisdom that leads to salvation through faith in Christ Jesus" (2 Timothy 3:14, 15 Today's English Version).

"The better acquainted they (children) become with Jesus, the more they will love Him, and be able to do those things that are pleasing in His sight. God has sanctified childhood in that He gave His only begotten son to become a child on earth" (Ellen G. White, *Review and Herald,* December 17, 1889, p. 351).

"I will greatly rejoice in the Lord, my soul shall exult in my God; for he has clothed me with the garments of salvation, he has covered me with the robe of righteousness, as a bridegroom decks himself with a garland, and as a bride adorns herself with her jewels" (Isaiah 61:10 Revised Standard Version).

"Let the youth and little children be taught to choose for themselves that royal robe woven in heaven's loom—the 'fine linen, clean and white' (Rev. 19:8), which all the holy ones of the earth will wear. This robe, Christ's own spotless character, is freely offered to every human being. But all who receive it will receive and wear it here. Let the children be taught that as they open their minds to pure, loving thoughts and do loving and helpful deeds, they are clothing themselves with His beautiful garment of character. . . ." (*Child Guidance,* p. 190).

"Let parents consider the fact that they are in the place of God to their children. The weakness and inexperience of the children are to be supplied by the practice and precepts of the parents. From the earliest age a wise education in Christ's lines is to be begun and carried forward" (Ellen G. White, *The Adventist Home,* p. 320).

"My grace is sufficient for you, for my power is made perfect in weakness" (2 Corinthians 12:9 Revised Standard Version).

"When Christ is in the heart, He is brought into the family. The father and mother feel the importance of living in obedience to the Holy Spirit so that the heavenly angels, who minister to those who shall be heirs of salvation, will minister to them as teachers in the home, educating and training them for the work of teaching their children. In the home it is possible to have a little church which will honor and glorify the Redeemer" (*The Adventist Home,* p 323).

Session Four

BACK TO NATURE

Preparation

With an increase in reasoning ability, muscle control, and attention span the older preschooler needs challenging worship activities and less repetition. Adequate planning must precede the family worship because many more activities and materials are available from which to select. Most of the games, tapes, and books will be enjoyed by the youngster for the next several years and should be carefully chosen for durability and future interest.

Another point you will want to make in this session is that preschoolers are old enough to voice opinions on what they would like to do for worship. Encourage parents to permit them to lead out often, especially if an infant or toddler brother or sister is in the family. This will help the older child stay interested in the repetitive materials that are necessary for the very young.

After completing Session 4, "Back to Nature," the participants will be able to:

1. Describe the motor, mental, social, and emotional traits of pre-schoolers aged 4-5 years.
2. Share ways that nature study may be incorporated into family worship.
3. Name three outreach activities that could be motivated by a worship story.
4. Create a seed picture.
5. Plan and conduct a family worship for 4-5-year-old children.

Materials needed

- Overhead projector
- Transparencies

  #12 Quotation—*Child Guidance,* p. 36
  #13, #13a "Developmental Chart With Worship Activities—8, 9"
  #14 "The Worship Walk"
  #15 Quotation—*Child Guidance,* p. 52
- Paper
- Pencils

- Copies of handouts

  #20 "Seventeen Suggestions For Service"
  #21 "The Fours and Fives"
  #22 "Developmental Chart, 4-5 Years"
  #23 Worship Song—"Ten Pennies"
  #24 Worship Song—"Neat and Clean"
  #25 Worship Song—"Forgiveness"
  #26 Worship Song—"I Can Stand Up Tall"
  #27 "Worship Resources, 4-5 Years"
  #28 "Words of Encouragement"

Advance Preparation Checklist

_____ Copy handouts.

_____ Purchase beans, backing, glue. (Optional for lab project.)

_____ Review transparencies and discussion questions.

_____ Arrange notes and transparencies.

_____ Pray for the Holy Spirit's guidance.

Outline

5 minutes — **Welcome and review.** "The Worship Rock" (Transparency #1), "The Worship Box" (Transparency #6), "The Worship Talk" (Transparency #10).

15 minutes — **"Children Can Serve, Too."** Use Transparency #12 to launch the theme of children helping in the home. The class exercise given on p. 77 will give participants opportunity to develop action ideas of their own. Share some of the ideas from *Uncle Arthur's Bedtime Stories* as outlined on p. 77, 78. Distribute Handout #20 "Seventeen Suggestions For Service."

20 minutes — **"The Fours and Fives."** Begin your presentation of "The Fours and Fives" with the Agree-Disagree worksheet (Handout #21). Participants may complete this as a pencil and paper exercise or, for a change, appoint one end of your classroom to be the "Agree" end, the other the "Disagree" end. Have participants move to the end which corresponds to their response as you read the questions. These are deliberately designed to stimulate thought. Answers may vary depending on circumstances, etc. A close look at the developmental charts will help you as a leader to answer questions.

Continue by using Transparencies #13, #13a "Developmental Chart With Worship Activities—8, 9" and Handout #22. Handouts #23-#26 contain songs suitable to fit the worship activities mentioned on the developmental chart.

15 minutes	**"The Worship Walk"** Transparency (#14). Also read the quotation from *Child Guidance*, p. 52 (Transparency #15) and share ways to enjoy nature during family worship. See "10 Nature Ideas," p. 91.
30 minutes	**Laboratory:** Creating a seed picture. If weather and season (optional) permits, collect seeds on a short hike. Create a nature seed picture. See instructions p. 93.
5 minutes	**Closing and commitment.** Distribute remaining handouts for this session.

Very early the lesson of helpfulness should be taught the child. As soon as strength and reasoning powers are sufficiently developed, he [she] should be given duties to perform in the home. He [she] should be encouraged in trying to help father and mother, encouraged to deny and to control himself [herself], to put others' happiness and convenience before his [her] own, to watch for opportunitries to cheer and assist brothers and sisters and playhmates, and to show kindness to the aged, the sick, and the unfortunate. The more fully the spirit of true ministry pervades the home, the more fully it will be developed in the lives of the children.

Ellen G. White, *Child Guidance*, 36 (Brackets supplied.)

Children Can Serve, Too

Action Ideas for 3-5-Year-olds

Exercise: Pass out paper and pencils to the participants. Give five minutes for them to list several service-oriented projects they have tried with their children and found successful. In another column jot down ideas they would like to try. Take turns sharing these lists in small groups.

Story References: Below you will find stories and activities that may motivate children to do something for Jesus. All of the stories are selected from the children's classic *Uncle Arthur's Bedtime Stories,* Volumes 1-5.

Vol. 1

p. 11 "Wilfred's Secret"
A boy and girl, looking for something interesting to do form the "Surprise Package Company" and cheer up their neighborhood and family.

p. 74 "Lazy Laurie Becomes Mother's Helper"
A boy who is "too tired to help mother" learns the joy of helping his mother one day when she too is tired.

p. 99 "The Secret of Happiness"
Two boys find happiness through sharing their homemade sleds.

Vol. 2

p. 30 "Four Chocolate Eggs"
No one knows why Eric chose second prize (4 small chocolate eggs) when he won first prize at school (one large chocolate egg), but Eric is thinking unselfishly about his two brothers and one sister at home.

p. 125 "One Good Turn"
A selfish boy is touched by the kindness of an older boy and soon finds joy in helping one younger than himself.

p. 130 "Attacked by Bandits"
A Bible story—"The Good Samaritan."

Vol. 3

p. 14 "I'm Here, Sir"
A boy responds to his father's story telling with obedience.

p. 174 "Present for Grandma"
When Grandma's cat dies, her loving granddaughter finds a way to get her a new one.

Vol. 4

p. 142 "How Sidney Brought His Mother to Christ"
A boy, thrilled with the Gospel, perseveres in sharing what he has learned with his mother even though she at first rejects what he says.

p. 182 "The Helper Engine"
Uncle Arthur, riding on a train that needs a helper engine to climb a mountain, is reminded of all the children who can be helpers to their parents.

Vol. 5

p. 60 "When Jack Was Tired"
Brothers, whose mother is ill, find family happiness in helping one another.

p. 75 "David's Daffodils"
David's determination to share flowers with a shut-in inspires an observer to do the same.

Seventeen Suggestions for Service

1. Color a picture and send it in the mail to Grandma.
2. Hand out *Our Little Friend* with Halloween treats.
3. Invite a neighbor to Vacation Bible School or Sabbath School.
4. Write Daddy a love note.
5. Take a rose to a senior citizen.
6. Share clothes and toys with mission homes for children.
7. Adopt a willing single person as "auntie" or "uncle" and remember them on special occasions.
8. Sing for the occupants of a developmental center.
9. Hand out balloons or favors to children who come by a church-sponsored fair booth.
10. Save part of the weekly allowance to send to missions.
11. Make the bed three mornings in a row without being told.
12. Help bake some healthful cookies and share them with neighbor friends.
13. Pick out a small gift for the Sabbath School teacher.
14. Invite a neighbor child over for family worship or Bible games.
15. Make a pretty card for the Pastor and say thank-you for the children's stories.
16. Pray for a person in need.
17. Feed God's creatures (ducks, birds, pets).

Handout #20

The Fours And Fives

Agree - Disagree Worksheet

A D 1. A four-year-old child can tell the difference between fantasy and reality.

A D 2. A four-year-old child can understand the concept of tithe paying.

A D 3. "Thinking" is not possible for a four-year-old boy.

A D 4. Selfishness is a problem for four-year-old children.

A D 5. A four-year-old girl should be able to dress herself.

A D 6. A five-year-old child can tell a Bible story in the correct sequence.

A D 7. "Good sportsmanship" is a quality of five-year-old children.

A D 8. Five-year-old preschoolers ask many questions.

A D 9. Sin, guilt, and forgiveness can be experienced by a five-year-old child.

A D 10. A five-year-old child needs friends his/her own age.

Developmental Chart With Worship Activities 8

FWWP Transparency #13

DEVELOPMENTAL CHARACTERISTICS	WORSHIP SUGGESTIONS
Four-year olds	**Four-year olds**
Naps decrease but he/she still needs rest periods.	Songs and stories about tidiness and cleanliness.
Can ride a tricycle.	Count out money, set aside tithe.
Learns to dress, comb hair, bathe.	Lacking cards.
Begins to handle scissors accurately.	*Happy Sabbath Afternoons* cut and paste activities.
Can distinguish fantasy from reality.	Make collections (shells, leaves, flowers).
The body changes from a baby-look to a child-look.	Coloring books.
The speech becomes more social.	Paint with water books.
His/her height may increase up to 3 inches in a year.	Sticker books.
Counts.	Puzzles of increasing difficulty.
Grasps cause and effect.	Talk about "good" thoughts and "bad" thoughts.
"Thinks" (silent language).	
Understands most "time" words.	
Will trace or reproduce a simple design.	
Engages in imaginary play with others.	

Developmental Chart With Worship Activities 9

DEVELOPMENTAL CHARACTERISTICS	WORSHIP SUGGESTIONS
Five-year olds	**Five-year olds**
May ride a bicycle.	Character-building tapes and records.
Can tell a story in the correct sequence.	Spinner games.
Hops, skips, can stand on one foot.	Card games.
Can catch, throw, and hit a baseball.	Bible Dominoes.
Enjoys simple non-competitive games but is a poor loser.	Color, cut, paste art work.
Asks many questions.	Watercolors.
Speaks on an "adult" level.	Tell Bible stories to younger members.
Forms play groups (friends).	Role playing.
Demonstrates representation in drawings (pictures, writing).	Give child an invitation to accept Jesus as personal Savior.
Can perform many helpful tasks.	Explain most major doctrines of the church.
Leadership qualities have emerged.	
Feels guilt for wrong acts (internalized conscience).	

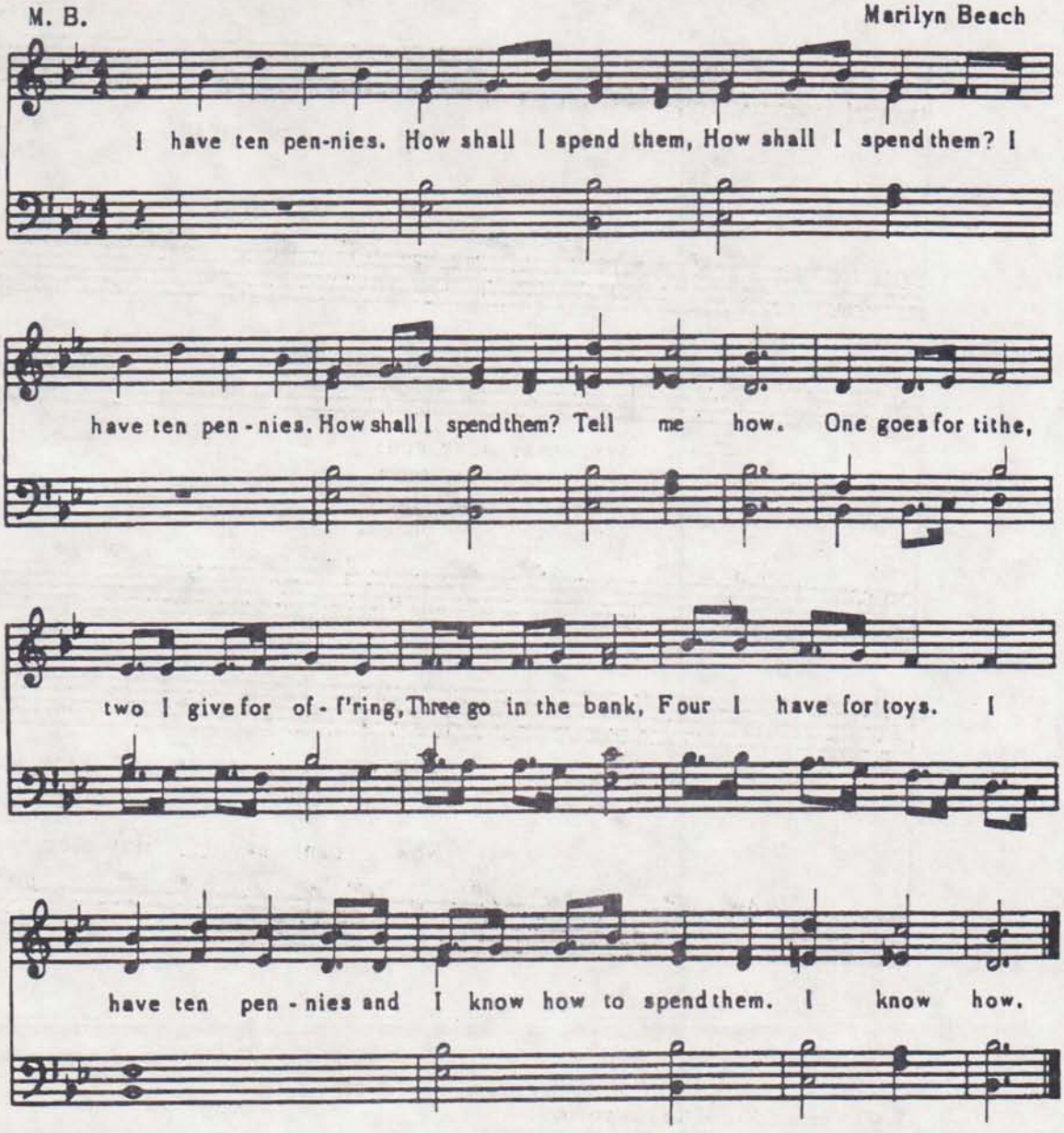
Developmental Chart With Worship Activities, 4-5 years

Developmental Characteristics	Worship Suggestions
Four-year olds	**Four-year olds**
Naps decrease but he/she still needs rest periods.	Songs and stories about tidiness and cleanliness.
Can ride a tricycle.	Count out money, set aside tithe.
Learns to dress, comb hair, bathe.	Lacing cards.
Begins to handle scissors accurately.	*Happy Sabbath Afternoons* cut and paste activities.
Can distinguish fantasy from reality.	Make collections (shells, leaves, flowers).
The body changes from a baby-look to a child-look.	Coloring books.
The speech becomes more social.	Paint with water books.
His/her height may increase up to 3 inches in a year.	Sticker books.
Counts.	Puzzles of increasing difficulty.
Grasps cause and effect.	Talk about "good" thoughts and "bad" thoughts.
"Thinks" (silent language).	
Understands most "time" words.	
Will trace or reproduce a simple design.	
Engages in imaginary play with others.	
Five-year olds	**Five-year olds**
May ride a bicycle.	Character building tapes and records.
Can tell a story in the correct sequence.	Spinner games.
Hops, skips, can stand on one foot.	Card games.

Handout #22

Five-year olds	Five-year olds
Can catch, throw, and hit a baseball.	Bible Dominoes.
Enjoys simple non-competitive games but is a poor loser.	Color, cut, paste art work.
Asks many questions.	Watercolors.
Speaks on an "adult" level.	Tell Bible stories to younger members.
Forms play groups (friends).	Role-playing.
Demonstrates representation in drawings (pictures, writing).	Give child an invitation to accept Jesus as personal Saviour.
Can perform many helpful tasks.	Explain most major doctrines of the church.
Leadership qualities have emerged.	
Feels guilt for wrong acts (internalized conscience).	

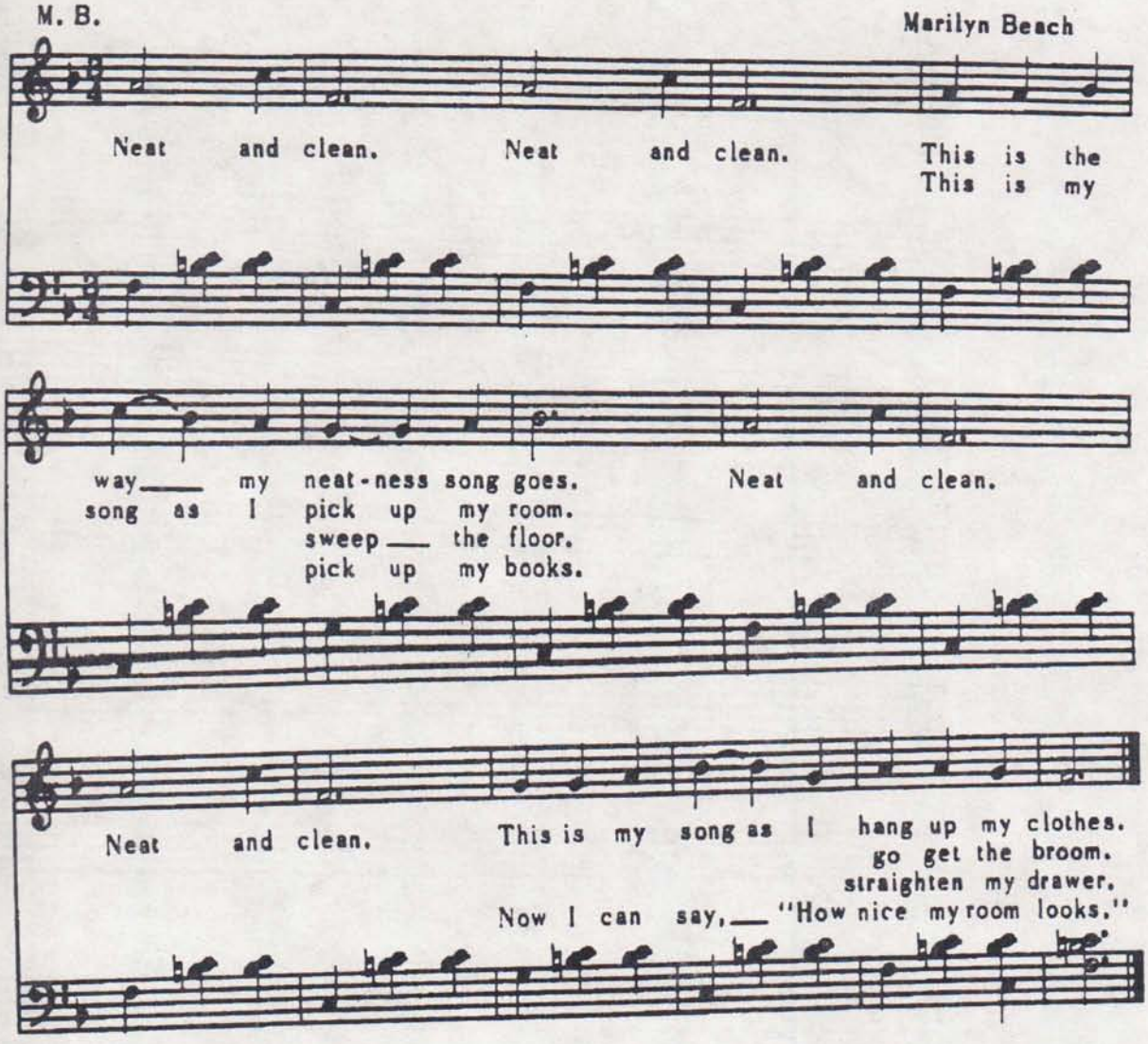
Ten Pennies


M. B.
Marilyn Beach
I have ten pen-nies. How shall I spend them, How shall I spend them? I
have ten pen - nies. How shall I spend them? Tell me how. One goes for tithe,
two I give for of - f'ring, Three go in the bank, Four I have for toys. I
have ten pen - nies and I know how to spend them. I know how.

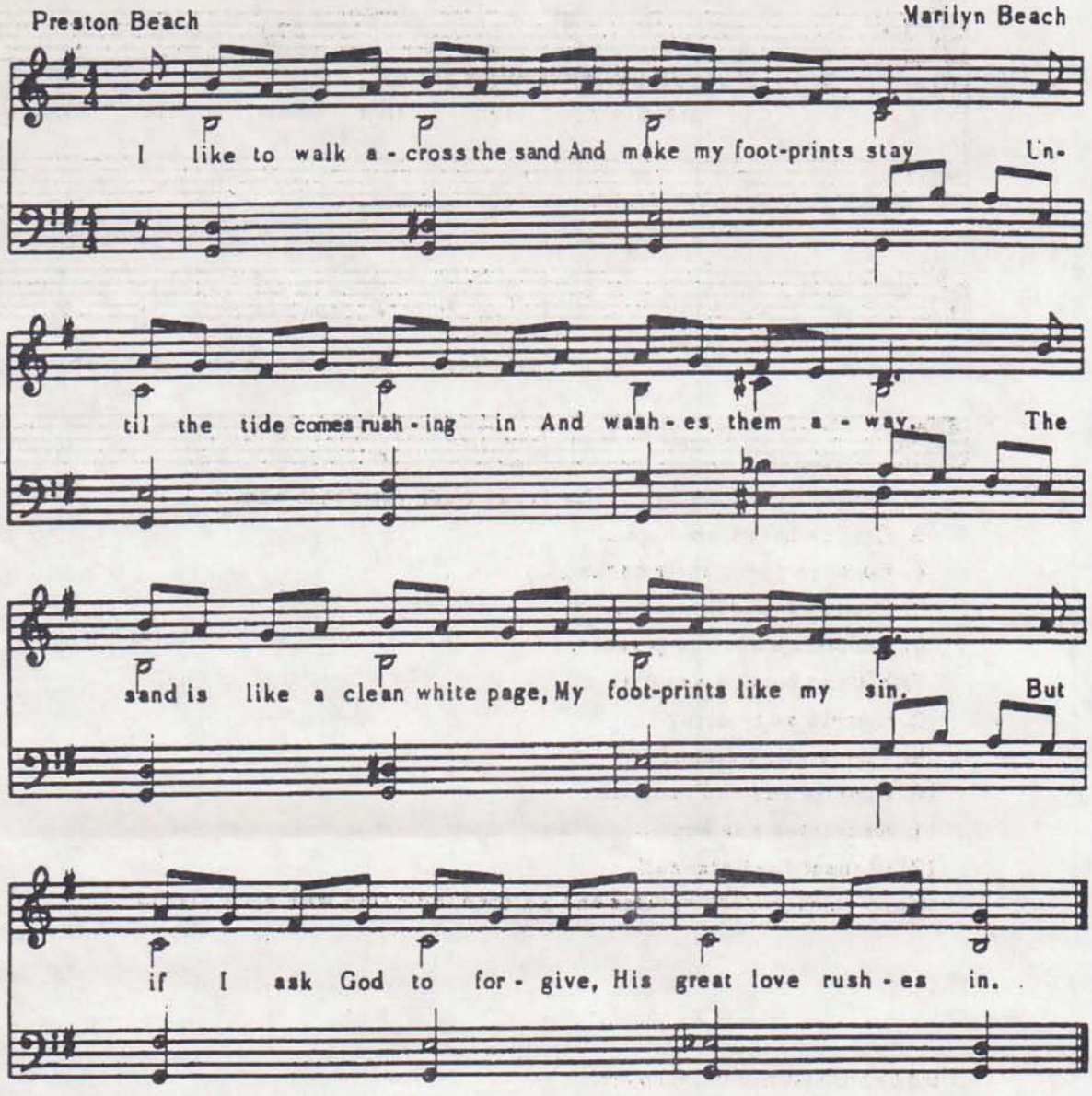
Used by permission of the composer.

Handout #23

Neat and Clean


M. B.
Marilyn Beach
Neat and clean. Neat and clean. This is the
This is my
way my neat-ness song goes. Neat and clean.
song as I pick up my room.
sweep the floor.
pick up my books.
Neat and clean. This is my song as I hang up my clothes.
go get the broom.
straighten my drawer.
Now I can say, "How nice my room looks."

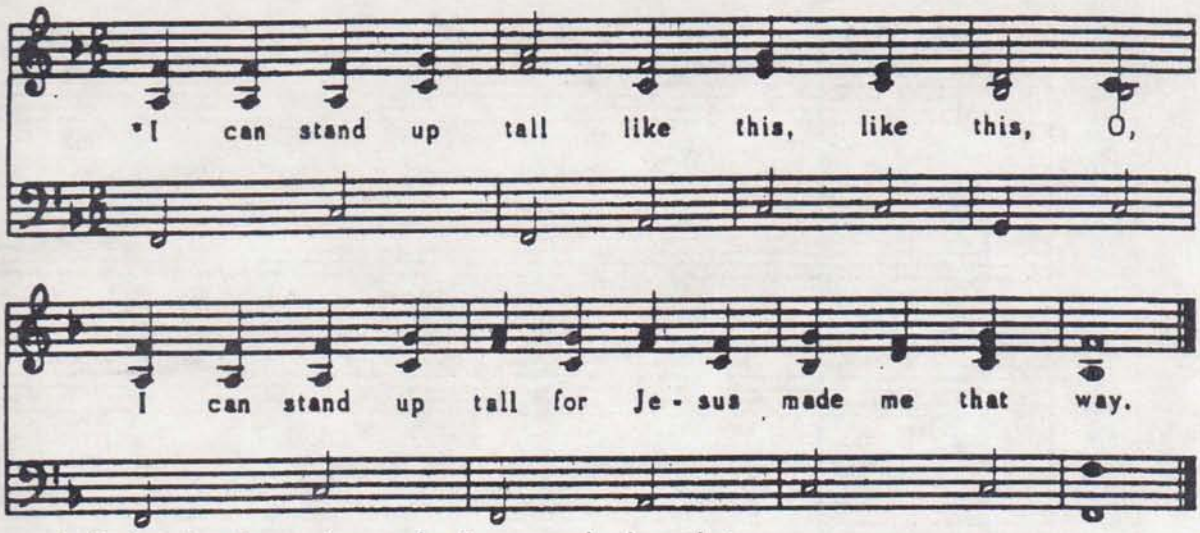
Used by permission of the composer.

Forgiveness

Preston Beach
Marilyn Beach
I like to walk a - cross the sand And make my foot-prints stay Un-
til the tide comes rush - ing in And wash - es them a - way. The
sand is like a clean white page, My foot-prints like my sin. But
if I ask God to for - give, His great love rush - es in.

Used by permission of the composer.

Handout #25

I Can Stand Up Tall

J. S. Janet Sage

2. Badger heads are low ... for Jesus made them that way.
3. Ostrich heads are high...
4. Monkeys curve their backs ...
5. Penguins waddle tall ...
6. Roosters strut and prance ...
7. Kittens bounce and play ...
8. Camels sway along ...
9. Tigers slink around ...
10. Puppies run and jump ...
11. Kangaroos can hop ...
12. (Repeat first stanza.)

*Have child imitate postures and motions indicated with each stanza.

Used by permission of the composer.

The Worship Walk

Let the children learn to see in nature an expression of the love and wisdom of God; let the thought of Him be linked with bird and flower and tree; let all things seen become to them the interpreters of the unseen, and all the events of life be a means of divine teaching.

Ellen G. White, *Child Guidance*, 52.

10 Nature Ideas

The lessons from nature which leave the most lasting impression are those which utilize the five senses. Take your children outdoors to feel the wind, smell the apple blossoms, taste a wild strawberry, hear a bluejay, and see a box turtle. Take time to experience God's lessons in nature. Watch for simple object lessons as you walk along. These special times will not be soon forgotten.

Some parents may feel hesitant to introduce their children to the natural world because they have limited knowledge themselves. If this is the case, pick up a few inexpensive simple nature guides and learn right along with your child. It is fun to explore and discover the mysteries of nature together.

Below you will find ten ideas to spark the desire to begin nature study with your children. The participants of the class will come up with many more. Exchange ideas and discuss the ways nature points to God:

1. Protection.
2. Creation.
3. Result of sin.
4. Parables.
5. Bible stories using nature.

Flowers

Identify flowers by smell. Use a rose, marigold, honeysuckle, or a gardenia. Pick some flowers and take them to someone special.

Leaves

Collect two each of several types of leaves. Press the leaves in a book for several weeks. When they are flat and dry, cover them with clear contact paper. These leaves can be used again and again to match, identify, or to play games.

Moving animals

Invite children to move their bodies the way animals do (slither, waddle, swish, hop, scurry, slink, soar, leap). Guess which animal is being represented. (See song "I Can Stand Up Tall.")

Birds

Put up a bird feeder in the yard. Get a record from the library and listen to bird calls. Learn to identify your feathered friends by sight and sound.

Good food

Learn about God's original diet and give the children opportunity to prepare simple meals using fruits, grains, and nuts.

Creation week

As you hike along, ask the children to look for things which were made on various days of creation. You might play "I See Something" as you observe interesting things along the way. ("I see something God made on the second day"—answer, the clouds.)

Fish

Get an aquarium. Watch, feed, and enjoy your fish.

God's color

While hiking search for various colors in nature. Which color do you see most often? Least often? When you return home, paint some of the colorful things you observed.

Animal homes

While hiking or reading nature books, watch for the habitats of animals. Where does the animal make its home; seashore, mountains, forest, pond, desert, prairie? Make a scrapbook with sections for each habitat. Collect or draw pictures of the animals that live near each other.

Camping

This is one of the best ways to introduce young children to nature. These camping experiences will become highlights in the lives of your little ones.

Creating a Seed Picture

Preparation: You can make beautiful nature pictures or Bible scenes by first sketching the outline of the scene on a piece of heavy cardboard or posterboard. As you go on walks collect many types of seeds in paper envelopes or plastic bags. Before the Sabbath hours buy grains and legumes of all sizes and colors. The more variety the prettier your picture.

Procedure: On a rainy, cold Sabbath afternoon gather the seeds you have collected and with creativity and skill construct a work of art with natural colors. Even small children can make a very simple picture. Put glue on a small portion at a time, and then carefully place the seeds on the glue. For small seeds it is easier to use tweezers to pick them up and place them. If the children cannot draw a nature or a Bible scene, trace one from a coloring book. While you are working together as a family, discuss together some of the many lessons Christ taught in his parables on seed sowing.

Spiritual Application: Parents, before you begin, spend time studying from the following chapters in *Christ's Object Lessons* by E. G. White: "The Sower Went Forth to Sow," pp. 33-61; "First the Blade, Then the Ear," pp. 62-69; "Tares," pp. 70-79; and other lessons on pp. 80-89.

From *A Family Guide to Sabbath Nature Activities,* pp. 56, 57, Pacific Press.

Worship Resources, 4-5 Years

Most of the resources listed in the previous sessions will still be enjoyed by the older preschooler. Check with your conference Adventist Book Center or local Christian bookstore for additional materials.

Books

1. ARCH BOOKS Series 20. St. Louis, Missouri: Concordia Publishing House.
2. COME UNTO ME Library. Nashville, Tennessee: Southern Publishing Association.
3. FLIP A BIBLE STORY Series. Odor, Ruth Shannon. Cincinnati, Ohio: Standard Publishing Co., 1982.
4. HAPPY SABBATH AFTERNOONS Series. The Come Unto Me Library (year 2). Nashville, Tennessee: Southern Publishing Association.
5. HEALTH IN THE BIBLE Coloring Book. King, Don. Hagerstown, Maryland: Review and Herald Publishing Association, 1983. 16 pp.
6. DAVID AND I TALKED TO GOD. Psalms For Children Series. Murphy, Elspeth Campbell. Elgin, Illinois: David C. Cook Publishing Co., 1983. 24 pp.
7. THE CHILD'S WORLD Series. Cincinnati, Ohio: Standard Publishing Co.
8. VERY SPECIAL Series. Rau, Lois E. Mt. View, California: Pacific Press Publishing Association.
9. THE BIBLE STORY (10 vols.). Washington, D.C.: Review and Herald Publishing Association, 1968.
10. THE BEDTIME STORIES (5 vols.). Maxwell, Arthur. Washington, D.C.: Review and Herald Publishing Association, 1967.

Books for Parents

1. LISTEN TO THE ANIMALS. Coleman, William L. Minneapolis, Minnesota: Bethany House Publishers, 1979. 128 pp.
2. MY MAGNIFICENT MACHINE. Coleman, William L. Minneapolis, Minnesota: Bethany House Publishers, 1978. 144 pp.
3. THE SLEEP TIGHT BOOK. Coleman, William L. Minneapolis, Minnesota: Bethany House Publishers, 1982. 125 pp.
4. TODAY I FEEL LIKE A WARM FUZZY. Coleman, William L. Minneapolis, Minnesota: Bethany House Publishers, 1980. 126 pp.
5. TODAY I FEEL LOVED. Coleman, William L. Minneapolis, Minnesota: Bethany House Publishers, 1982. 128 pp.

6. SHARING NATURE WITH CHILDREN. Joseph Cornell. Nevada City, California: Ananda Publishers, 1979. 143 pp.
7. CREATIVE BIBLE LEARNING FOR EARLY CHILDHOOD: Birth Through Five Years. Ventura, California: Regal Books, 1977. 192 pp.
8. HOW TO DO BIBLE LEARNING ACTIVITIES. Ages 2-5. Book 1. Oxnard, California: Gospel Light Publishers.
9. REDISCOVER YOUR FAMILY OUTDOORS. Mattson, Lloyd and Elsie. Victor Books, 1973.
10. FAMILY WORSHIP WITH YOUNG CHILDREN. McConnell, Jan Jensen. Washington, D.C.: Review and Herald Publishing Association, 1982. 135 pp.
11. THE SPIRITUAL NEEDS OF CHILDREN. Downers Grove, Illinois: Intervarsity Press, 1982.
12. SPECIAL TIMES WITH GOD. Family Devotions With Young Children. Nashville, Tennessee: Thomas Nelson Publishers, 1981. 160 pp.
13. DEVOTIONS FOR FAMILIES WITH YOUNG READERS. Valley Forge, Pennsylvania: Judson Press, 1985. 64 pp.

Coloring and Painting

1. WILD ANIMALS OF THE BIBLE. Crockett, New York: Rod and Staff.
2. BIRDS AND INSECTS OF THE BIBLE. Crockett, New York: Rod and Staff.
3. GOD AND HIS WORLD. Odor, Ruth Shannon. Cincinnati, Ohio: Standard Publishing Co, 1980.
4. HAPPINESS IS. Paint With Water. Grand Rapids, Michigan: Baker Book House, 1980.
5. NATURE RIDDLES Series. Cincinnati, Ohio: Standard Publishing Co., 1982.
6. THE BIBLE TELLS ME ABOUT Series. Sticker and Color. Cincinnati, Ohio: Standard Publishing Co.
7. RECOLOR CARDS. Cincinnati, Ohio: Standard Publishing Co.

Games

1. APOSTLES Card Game. Cincinnati, Ohio: Standard Publishing Co., 1984.
2. BIBLE PEOPLE A.B.C.'s Card Game. Cincinnati, Ohio: Standard Publishing Co., 1982.
3. NAUTILUS Card Game. Nature Games from Nature Graph. Happy Camp, California.
4. SPINNER GAMES. Cincinnati, Ohio: Standard Publishing Co.
5. WALLS OF JERICHO. Harrisburg, Pennsylvania: Christian Publications, Inc.

Magazines

1. "OUR BIG BACK YARD," National Wildlife Federation.
2. "RANGER RICK," National Wildlife Federation.
3. "ZOO BOOKS," Wildlife Education, LTD.

Puzzles, Activities

1. BIBLE PEOPLE Flashcards. Cincinnati, Ohio: Standard Publishing Co.
2. FUZZY FELTS Series. England: Allen Industries.
3. LACING CARDS. Cincinnati, Ohio: Standard Publishing Co., 1984.
4. MAGIC PICTURE BOOKS Series. Scribble with pencil. Elgin, Illinois: David C. Cook Publishing Co.

Tapes

1. ERIC B. HARE Stories. Chapel Records, P.O. Box 7000, Boise, ID 83707.
2. ONCE UPON A BIBLE TIME. Degering, Etta B./Your Story Hour. Washington, D.C.: Review and Herald Publishing Association.
3. SING A BIBLE VERSE. Key Music Company, 2876 Rock Ridge Place, Thousand Oaks, CA 91360.
4. THE BIBLE STORY. Maxwell, Arthur/Your Story Hour. Washington, D.C.: Review and Herald. 8 Tapes.
5. YOUR STORY HOUR, "Bible Come Alive." Your Story Hour, Inc., Box 336, Medina, OH 44256.

Words of Encouragement, 4-5 years

"The future happiness of your families and the welfare of society depends largely upon the physical and moral education which your children receive in the first years of their life" (Ellen G. White, *Fundamentals of Christian Education*, p. 156).

"Teach a child how he should live, and he will remember it all his life" (Proverbs 22:6, *Today's English Version*).

"If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ" (Ellen G. White, *Child Guidance*, p. 491).

"At that time the disciples came to Jesus, saying, 'Who is the greatest in the kingdom of heaven?' And calling to him a child, he put him in the midst of them, and said, 'Truly, I say to you, unless you turn and become like children, you will never enter the kingdom of heaven. Whoever humbles himself like this child, he is the greatest in the kingdom of heaven' " (Matt. 18:1-4, *Revised Standard Version*).

"He (Christ) who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others" (Ellen G. White, *The Desire of Ages*, p. 70).

"And Jesus increased in wisdom and stature, and in favor with God and man" (Luke 2:52, *Revised Standard Version*).

"As fast as their minds can comprehend it, the parents should open before them (children) God's great book of nature" (*Fundamentals of Christian Education*, p. 21).

"All may find themes for study in the simple leaf of the forest tree, the spires of grass covering the earth with their green velvet carpet, the plants and flowers, the stately trees of the forest, the lofty mountains, the granite rocks, the restless ocean, the precious gems of light studding the heavens to make the night beautiful, the exhaustless riches of the sunlight, the solemn glories of the moon, the winter's cold, the summer's heat, the changing recurring seasons, in perfect order and harmony, controlled by infinite power; here are subjects which call for deep thought, for the stretch of the imagination" (*Child Guidance*, p. 49).

"Let parents teach their little ones the truth as it is in Jesus. The children in their simplicity will repeat it to their associates that which they have learned" (Ellen G. White, *The Adventist Home*, p. 487).

"Even a child shows what he is by what he does; you can tell if he is honest and good" (Proverbs 20:11, *Today's English Version*).

"Very early the lesson of helpfulness should be taught the child. As soon as strength and reasoning powers are sufficiently developed, he she should be given duties to perform in the home. He [she] should be encouraged in trying to help father and mother, encouraged to deny and to control himself herself, to put others' happiness and convenience before his her own, to watch for opportunities to cheer and assist brothers and sisters and playmates, and to show kindness to the aged, the sick, and the unfortunate. The more fully the spirit of true ministry pervades the home, the more fully it will be developed in the lives of the children" (*Child Guidance*, p. 36). [Brackets supplied.]

"Let the children learn to see in nature an expression of the love and the wisdom of God; let the thought of Him be linked with bird and flower and tree; let all things seen become to them the interpreters of the unseen, and all the events of life be a means of divine teaching" (*Child Guidance*, p. 52).

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AMERICAN BABY. American Baby, Inc., 575 Lexington Avenue, New York 10022. Monthly.

CHILD GUIDANCE. White, Ellen G. Hagerstown, Maryland: Review and Herald Publishing Association, 1954.

CREATIVE BIBLE LEARNING FOR YOUNG CHILDREN. Birth-5 Years. Harell,Donna and Haystead, Wesley. Ventura, California: Regal Books, 1977.

EARLY CHILDHOOD EDUCATION. White, Ellen G. Washington, D.C.: Compiled by Ellen G. White Estate, 1976.

FAITH I LIVE BY, THE. White, Ellen G. Washington, D.C.: Review and Herald, 1958.

MY BIBLE FRIENDS. Degering, Etta B. Washington, D.C.: Review and Herald Publishing Association, 1977. Books 1-5.

OUR LITTLE FRIEND. Pacific Press Publishing Association, Nampa, Idaho. Weekly.

ELLEN G. WHITE SIGNS OF THE TIMES ARTICLES. Vol. 4, August 15, 1906. Mt. View, California: Pacific Press Publishing Association.

UNCLE ARTHUR'S BEDTIME STORIES. Maxwell, Arthur S. Washington, D.C.: Review and Herald Publishing Association, 1964-1968. Books 1-20.

FAMILY WORSHIP WITH PRESCHOOLERS
A Seminar for Parents

Have you ever watched new parents cuddle their own wrinkled, squirming baby for the first time? Nothing is too good for this little one and the new parents solemnly promise to do everything 'right.' Often a spiritual awakening sparks in one or both parents at this time. With the spiritual awakening comes a desire to lead the child into some type of religious experience.

Family Worship With Preschoolers shows how you as a pastor, church leader, Sabbath School teacher, or family life leader can help parents get the spiritual life of their little ones off to a good start. It will bring encouragement, creative guidance, and fellowship to parents who are dedicated to spiritually nurturing their children and who wish to provide a special family devotional time each day.

Family Worship With Preschoolers is specifically designed to:

- Help parents identify the mental, physical, social, emotional and spiritual growth patterns of their children, ages birth to five years, and plan family worships to fit their developmental level.
- Present fresh ideas to make the daily devotional times fun and inspiring.
- Show parents how to be more effective models for their children.
- Demonstrate ways parents can communicate God's unconditional love to young children.
- Offer creative suggestions for using music, nature objects, felts and artwork to enhance family devotional times.

Included in This Package:

All the materials you need are here to help you lead the four seminar sessions of 1 to $1^1/_2$ hours each. Each session is complete with:

- Step by step outline
- Camera-ready vu-graph masters for making overhead projection transparencies
- Camera-ready masters for participant handouts
- Prepared mini-talks
- Songs, stories and additional resources

Department of Church Ministries
General Conference of Seventh-day Adventists
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